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REPORT RESUMES

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WORKBOOK IN INTRODUCTORY HAUSA. PRELIMINARY EDITION.
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THIS WORKBOOK PROVIDES SUPPLEMENTARY MATERIALS FOR USE IN A COURSE IN HAUSA, A NIGERIAN LANGUAGE. THREE TYPES OF SUPPLEMENTARY MATERIALS ARE PROVIDED--(1) PICTURES FOR USE WITH LESSON UNITS PLUS SUPPLEMENTARY VOCABULARY ITEMS, (2) A SERIES OF SAMPLE TESTS, AND (3) A SERIES OF EXPANSION DRILLS. INCLUDED, ALSO, ARE A FEW VOCABULARY LEARNING HINTS AND A SECTION ON GESTURES. RELATED REPORTS ARE ED 010 396 THROUGH ED 010 399. (LP)

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Workbook
in
Introductory Hausa

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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AFRICAN STUDIES CENTER
Michigan State University
1966

Charles H. Kraft
Marguerite E. Kraft
Leilani B. McClure

WORKBOOK IN INTRODUCTORY HAUSA

(Preliminary Edition)

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This work was produced pursuant to a research contract between the United States Office of Education, Department of Health, Education and Welfare and Michigan State University.

African Studies Center
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The work was done under the auspices of The African Studies Center, Michigan State University, Charles H. Hughes, Director, pursuant to a research contract between the United States Office of Education, Department of Health, Education and Welfare and Michigan State University.

The pictures in Section I have largely been adapted from available sources although some of them were drawn specially for this volume. The following are the sources from which one or more pictures have been used:

Oxford University Press (London) publications--

1. First Year English for Africans, part I. By F.G. French, 1950.
2. The New Oxford English Course, Nigeria, book I. By F.G. French, 1955.
3. Aliyu da Fadimatu. By R.L. Baker, 1957.
4. Ranar Kasuwa. By R.L. Baker, 1957.
5. A Picture Word Book. By C. Graham and C. Sassoon, 1964.

Gaskiya Corporation (Zaria) publications--

1. Karamin Sani I and II, 1944.
2. Bala da Babiya, 1950.
3. Ka Kara Kallo, 1958.
4. Ga-Ta-Ga-Ta-Nan, 1958.
5. Nijeriya. By Marian D. Ainslie. Published jointly with Longmans (London), 1960.

Ministry of Information (Kaduna) publications--

1. Nomau, 1963.
2. Abokin Hira I and II, 1963, 1964.

The section entitled Hausa Gestures and Their Meanings is largely taken (with adaptations) from pages 108-9 of Fletcher, Roland S., Hausa Sayings and Folklore. London: Oxford Universtiy Press, 1912.

INTRODUCTION

A well-developed introductory language course consists of several parts:

THE PEDAGOGICAL GRAMMAR provides the basic framework of the course. An Introduction to Spoken Hausa provides the framework for this course.

THE TAPES provide the oral basis for the course. A set of thirty-five five inch reels of tape on which all of the conversational material in the pedagogical grammar is recorded are provided for use in this course. A listing of the content and time of each tape is provided below.

A WORKBOOK may be employed to provide supplementary materials for use in the course. This workbook provides, in addition to a few vocabulary learning hints and the section on gestures, three types of supplementary materials:

> Section I provides one or more pictures for use with each lesson plus a few pages of supplementary vocabulary items. These pictures are designed to be used as stimuli to the development of greater flexibility in the use of the language than would be possible if one were limited to the lesson materials alone. The number in the upper right hand corner of the page indicates the lesson which the picture is designed to accompany.
>
> Section II provides a series of sample tests for the guidance of instructors and students using this course.
>
> Section III provides a series of expansion drills for use with this course. This type of drill has been found to be of use in a variety of ways (discussed in the introduction to that section) particularly in the classroom. The instructor is encouraged to use the drills presented here as a guide and to produce many more for actual classroom use since there is an advantage to using drills of this type which the student has not had previous opportunity to study.

A STUDENT'S REFERENCE GRAMMAR is a fourth very useful tool in an introductory language course, especially in the latter part of the course. The volume entitled Teach Yourself Hausa by A.H.M. Kirk-Greene and C.H. Kraft, London: English Universities' Press (in press) is designed to meet this need as well as to provide additional conversational material, additional fables, and a two-way (Hausa-English and English-Hausa) vocabulary of nearly 2000 items.

A STUDENT'S DICTIONARY is not yet available. See the Introduction to An Introduction to Spoken Hausa for reference to the two good dictionaries (Abraham's and Bargery's) that are available.

For those who go beyond this course the following volumes are available (both produced in mimeographed form by African Studies Center, Michigan State University):

Cultural Materials in Hausa (for use in Intermediate and Advanced Hausa Courses), by C.H. Kraft.

Workbook (for use with Cultural Materials in Hausa in Intermediate and Advanced Hausa Courses), by C.H. Kraft.

The first of these volumes contains twenty sections of selected readings (in Hausa) in the following areas: Folklore (6 sections), Customs (3 sections), Trades and Crafts (3 sections), Other Nigerian Peoples (3 sections), Hausa History (2 sections), Proverbs and Riddles (1 section), Hausa People (1 section), Geography of Nigeria (1 section). These materials are all marked for tone and vowel length but appear without comment as reading matter in the first of these volumes. The Workbook, however, provides Notes on the grammar and vocabulary of the Cultural Materials plus Topics for Discussion for each section of the Cultural Materials volume. These Notes and Topics are designed to guide the student through the equivalent of two additional years of conversational Hausa.

Charles H. Kraft
East Lansing, Michigan
May 1966

THE TAPES FOR THIS COURSE

Tape Number	Content		Time
1	Hausa Pronunciation: Consonants		20 min.
2	Hausa Pronunciation: Vowels		25 min.
3	Hausa Pronunciation: Tone		22 min.
4	Hausa Pronunciation: Intonation		15 min.
5	Ten Short Folktales (for Listening)		20 min.
6	Lessons I, II and III		16 min.
7	Lesson IV		10 min.
8	Tone-Intonation		20 min.
9	Lesson VI		12 min.
10	Lesson VII		20 min.
11	Lesson VIII		20 min.
12	Lesson IX		23 min.
13	Lesson XI		30 min.
14	Lesson XII:	Basic Dialog	25 min.
15		Conversations	16 min.
16	Lesson XIII:	Basic Dialog	20 min.
17		Conversations	20 min.
18	Lesson XIV:	Basic Dialog	16 min.
19		Conversations	13 min.
20	Lesson XVI:	Basic Dialog	15 min.
21		Conversations	16 min.
22	Lesson XVII:	Basic Dialog	17 min.
23		Conversations	22 min.
24	Lesson XVIII:	Basic Dialog	13 min.
25		Conversations	14 min.
26	Lesson XIX:	Basic Dialog	16 min.
27		Conversations	20 min.
28	Lesson XXI:	Basic Dialog	20 min.
29		Conversations	20 min.
30	Lesson XXII:	Basic Dialog	26 min.
31		Conversations	23 min.
32	Lesson XXIII:	Basic Dialog	16 min.
33		Conversations	15 min.
34	Lesson XXIV:	Basic Dialog	26 min.
35		Conversations	23 min.

VOCABULARY LEARNING

A major emphasis of many language courses is on the memorizing of large numbers of words. The idea is that as one builds a brick house by first acquiring a large number of bricks, so one learns a language by first acquiring a large vocabulary. The primary difficulty in this approach is that usually not enough attention is given to the mortar--the grammatical patterning--which makes it possible for the bricks--the separate vocabulary items--to fulfill their proper function.

The corrective for this situation is to provide a means of learning every vocabulary item in context. It is recommended, therefore, that the learner prepare his vocabulary slips in the following manner:

Front

sànnu

1. sànnu dà zuwā̀
2. sànnu dà aikī̀
3. yâuwā, sànnu
4.
5.

Back

Hi

1. Greetings (to one who just arrived)
2. Greetings (to one who is working)
3. Greetings (reply to any greeting with sànnu in it)
4.
5.

Primary attention should then be given to learning the phrases or sentences in which each word occurs rather than to the individual words. This has the advantage of placing the emphasis where it belongs--on groups of words in typical constructions--rather than on the mere building blocks of these utterances. It has the added advantage of encouraging the student to discover the meanings of words from the observation of the words in context, rather than from their translations.

This system will be redundant. The same phrase will appear on several vocabulary slips, perhaps, illustrating each word in the utterance. This will enable the learner to more quickly master these utterances and to associate them with a large number of other utterances through seeing them listed in different company on each slip.

It is suggested that the learner set himself to learn the phrases on ten new vocabulary slips and to review all unmastered phrases each day. This will lead to the acquiring of 50-60 new words in a much larger number of contexts per week.

It is the reviewing that is the key to successful vocabulary learning. One should divide his vocabulary slips into two and later three groups:

1. Words and phrases not as yet mastered;
2. Words and phrases with which one is relatively familiar but not completely confident;
3. Items which one has mastered.

The first group of slips should be reviewed several times a day; the second, perhaps once a day; and the third about twice a week. Frequent rapid reviewing of vocabulary items is more valuable (and less painful) than infrequent, more concentrated effort. Slips should find their way from one group to the next as one masters them. Often it will be found necessary to return items from groups 3 to 2 or from 2 to 1 if it is discovered that an original estimate of one's familiarity with the item was erroneous.

Other Memory Work

You will be asked to do other memory work as well (e.g. - complete texts). This may make it necessary to temporarily suspend your ten-new-words-a-day schedule. It should not, however, be allowed to interfere with your regular reviewing of vocabulary items already in your file. Nor should the learning of these texts be taken as a substitute for entering the various words and phrases in the text on file slips. These items should be mastered in the suggested way as well.

The advantages of memorizing complete texts are manifold. These provide important cultural materials, e.g. -fireside tales, proverbs, insights into Hausa thought patterns. They also provide a more complete picture of Hausa grammatical patterns than can be illustrated in the conversational materials. By commiting these texts to memory the learner is provided with a broader framework onto which to hang subsequently learned linguistic and cultural material. He is also thereby provided early with the opportunity to function as a participant around the evening fire. Some expatriates have endeared themselves to Africans by becoming quite accomplished storytellers. The respect they thereby show for indigenous ways has many other positive effects as well.

HAUSA GESTURES AND THEIR MEANINGS

Signification	Gesture
GREETINGS	
1. To a superior (when passing in travel)	Clenched right fist raised above the head with the palm inwards and shaken backwards and forwards.
2. To a superior	Hand (right) raised to the middle of the forehead and lowered (like a military salute).
3. To a superior	Hand (right) raised as high as the elbow, palm outwards, and oscillated at the wrist.
4. To a superior (in passing)	Genuflection.
5. Woman's greeting to a superior	Mouth opened and a "tatoo" beaten with the finger tips on the lips, accompanied by a shrill ululatory cry.
BECKONING	
1. Calling a person to come to you	Hand lowered and waved inward with the palm inwards towards the body. (This is much like the usual American way of beckoning except that the hand points down rather than up.)
2. Calling a person secretly	A wink.
AFFIRMATION	Head and eyebrows raised simultaneously.
NEGATION	
1. Ordinary	First finger or first and second fingers together waved horizontally in front of the face.
2. Strong	One shoulder shrugged and the head lowered to meet it and shaken convulsively.
3. Repudiation of a suggestion (or of a gift)	One or both arms lowered with the hand perpendicular to the forearm, or bent at the elbow with palms turned outwards and the hand oscillated horizontally.
4. "I haven't got what you ask for" OR "I don't understand your question"	One hand laid loosely, palm uppermost, in the open palm of the other.
EMPHASIS	
1. On words (used especially with an oath)	Forefinger and thumb held curved apart from the other fingers with the tips touching.
2. On points in conversation (or to distinguish one point from another)	Drawing perpendicular lines on the ground.

3. By an eyewitness that he actually saw the events he relates	Index finger pointed at the eye.

POINTING

1. At an object	Usually done with chin, lower lip or by picking up or touching the object with the hand. Pointing with the finger is a foreign but usually understood method.
2. In secret (see under Warning no. 2)	

WONDER

1. Wonder or horror	Mouth slightly open and the fingertips (palm of hand inwards) tapped repeatedly on the upper lip.
2. Wonder, grief or meditation	Finger tips rested on lower lip.

GRIEF

1. Grief or anger	Hands clapped together.
2. (See under Wonder no. 2)	

ANGER

1. (See under Grief no. 1)	
2. Abuse	Arm extended horizontally with fingers and thumb pointing stiffly forward (in imitation of the traditional way of indicating the size of a woman's--in this case one's mother's--breast).
3. Distate or disdain	Lower lip protruded.
4. Horror (See under Wonder no. 1)	

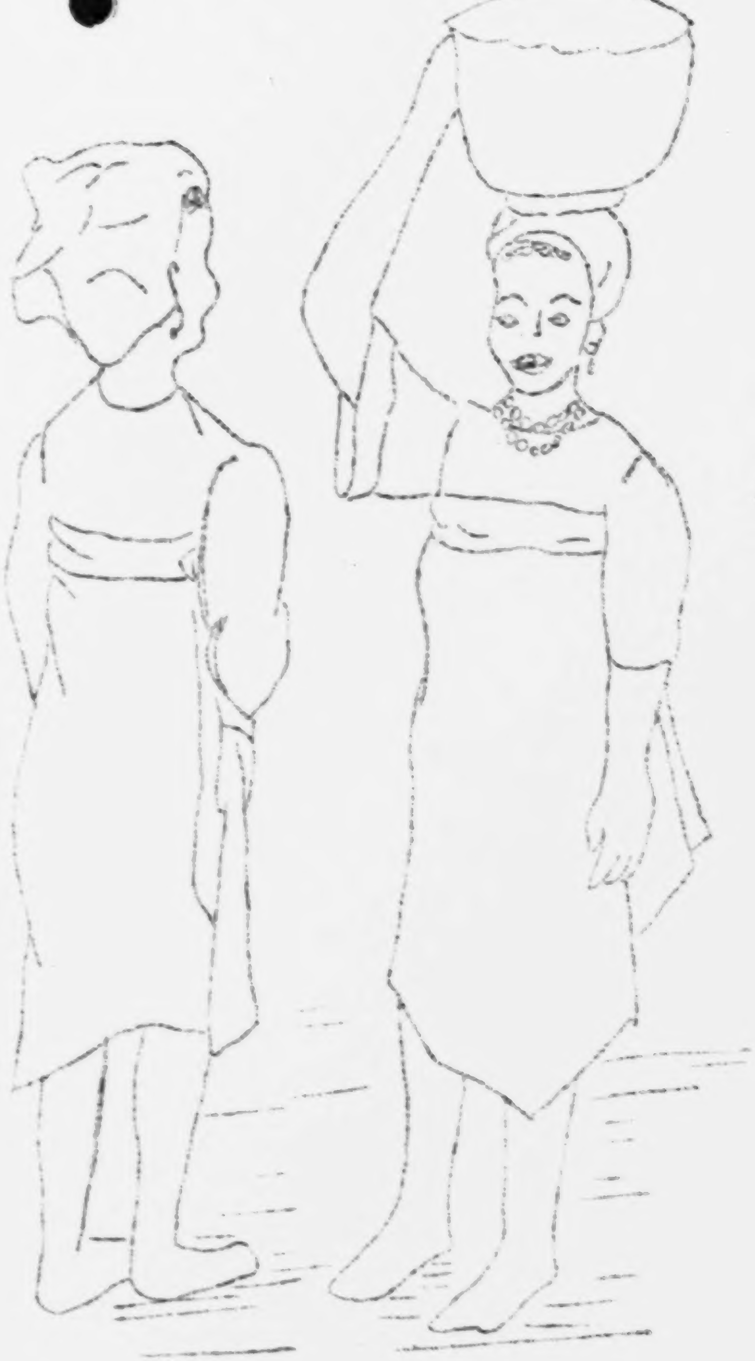
MEASUREMENT

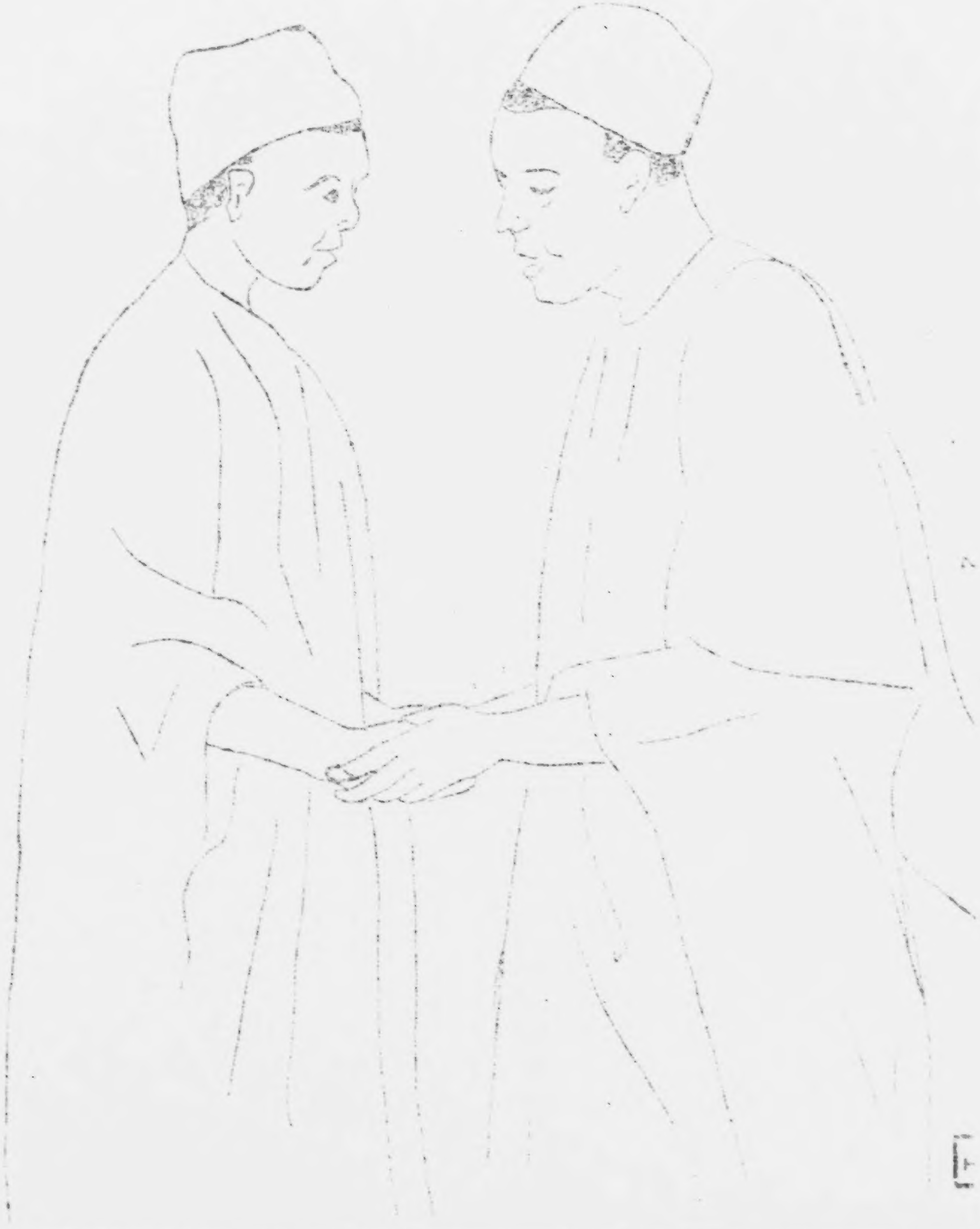
1. Length	Hold the finger, hand, arm at a point as distant from the fingertips as the length of the object being measured.
2. Thickness	Hold the finger, hand, arm, leg, body at a point as thick as the object being measured.
3. Height	Hold the hand perpendicular to the ground (with fingers pointing away from you) at the desired height.

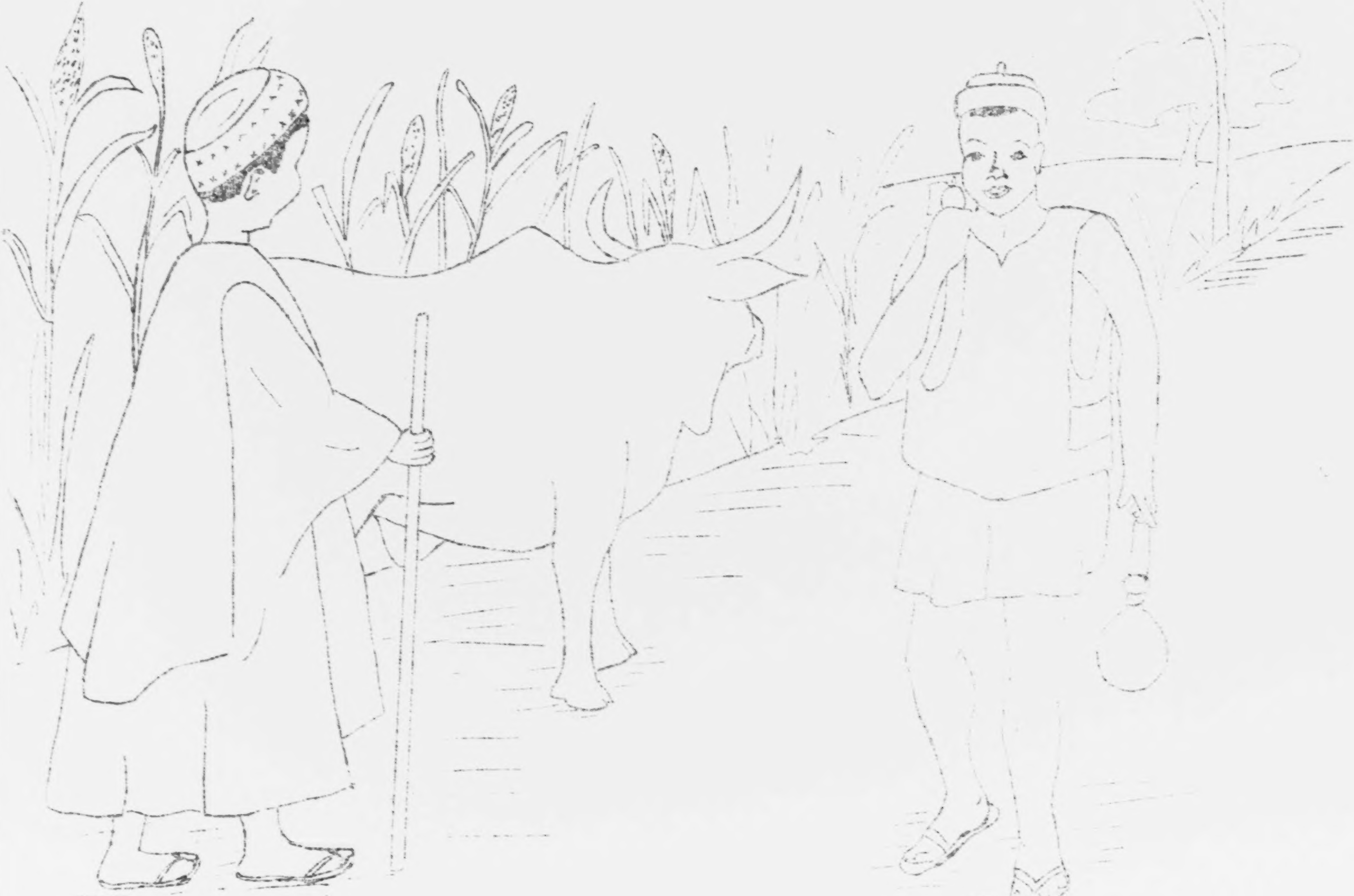
MEDITATION (See under Wonder no. 2)	
WARNING	
1. A secret warning (e.g.- to be silent)	A wink.
2. To indicate a person without being noticed	Index finger pointed forward with the second finger pointed at right angles to it (the index finger is the "blind.")
SELF-ABASEMENT	Patting the top of the head.
SECRET FRIENDSHIP	Index finger of one hand hooked in the thumb or index finger of the other.

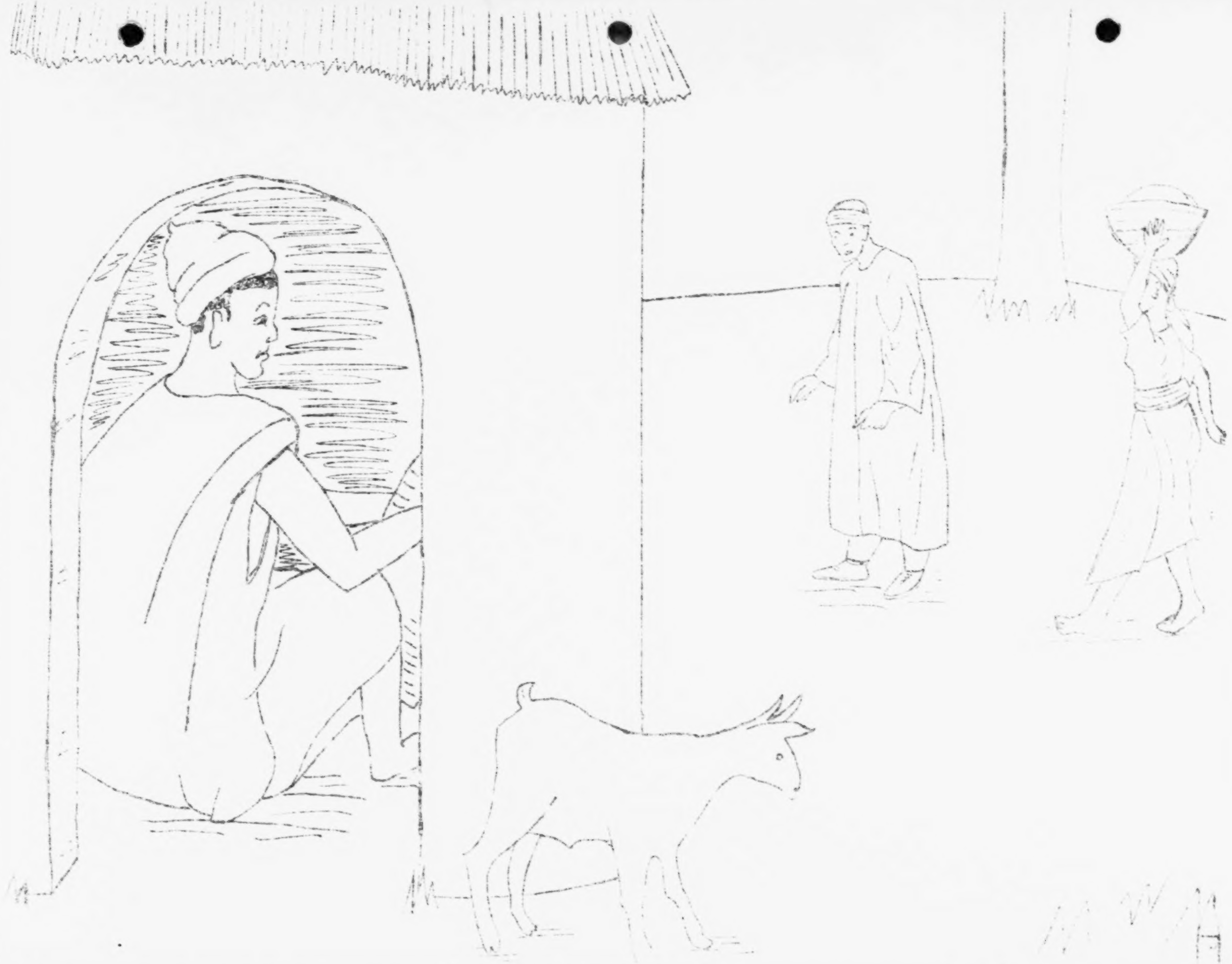
SECTION I

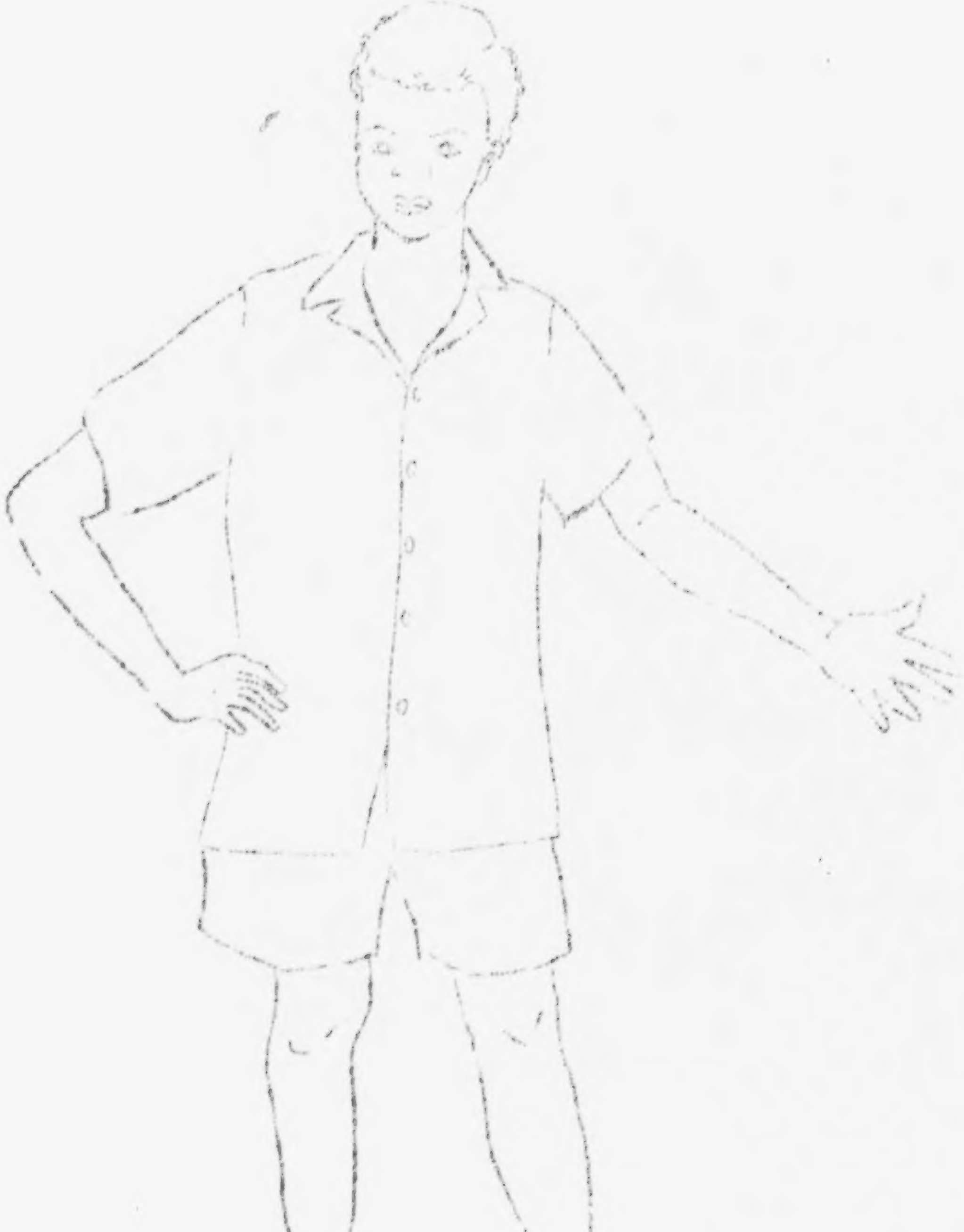
PICTURES

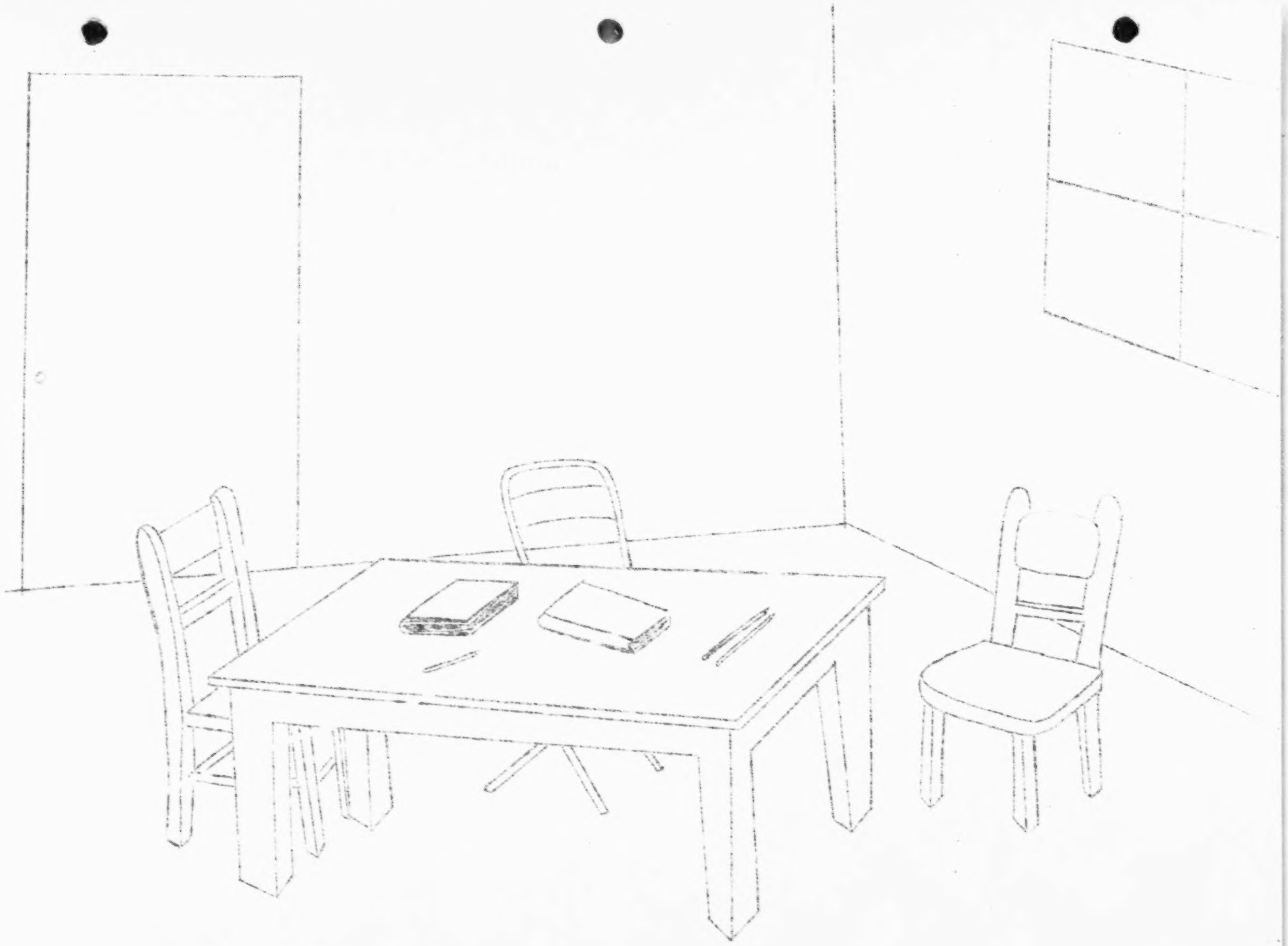












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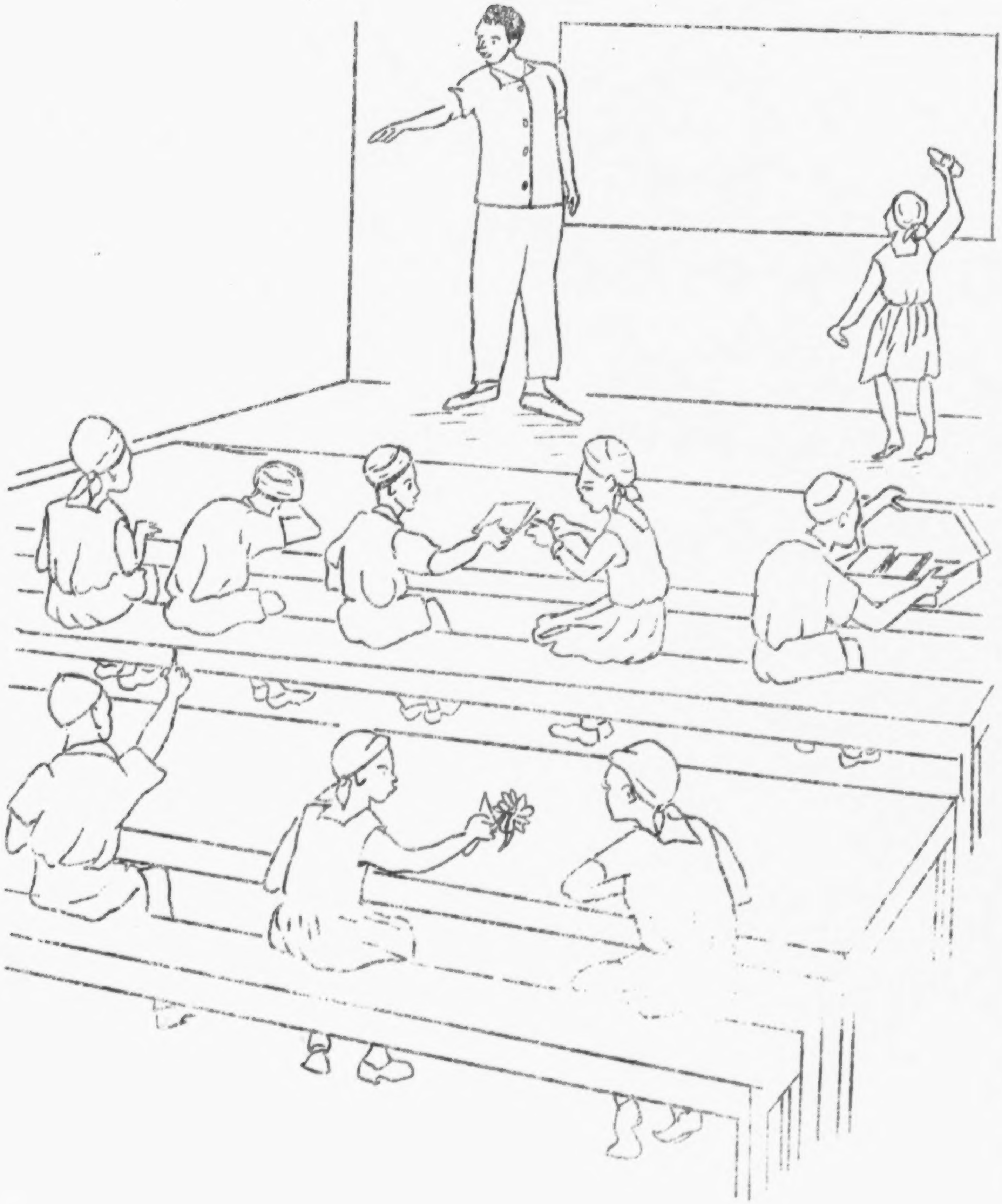
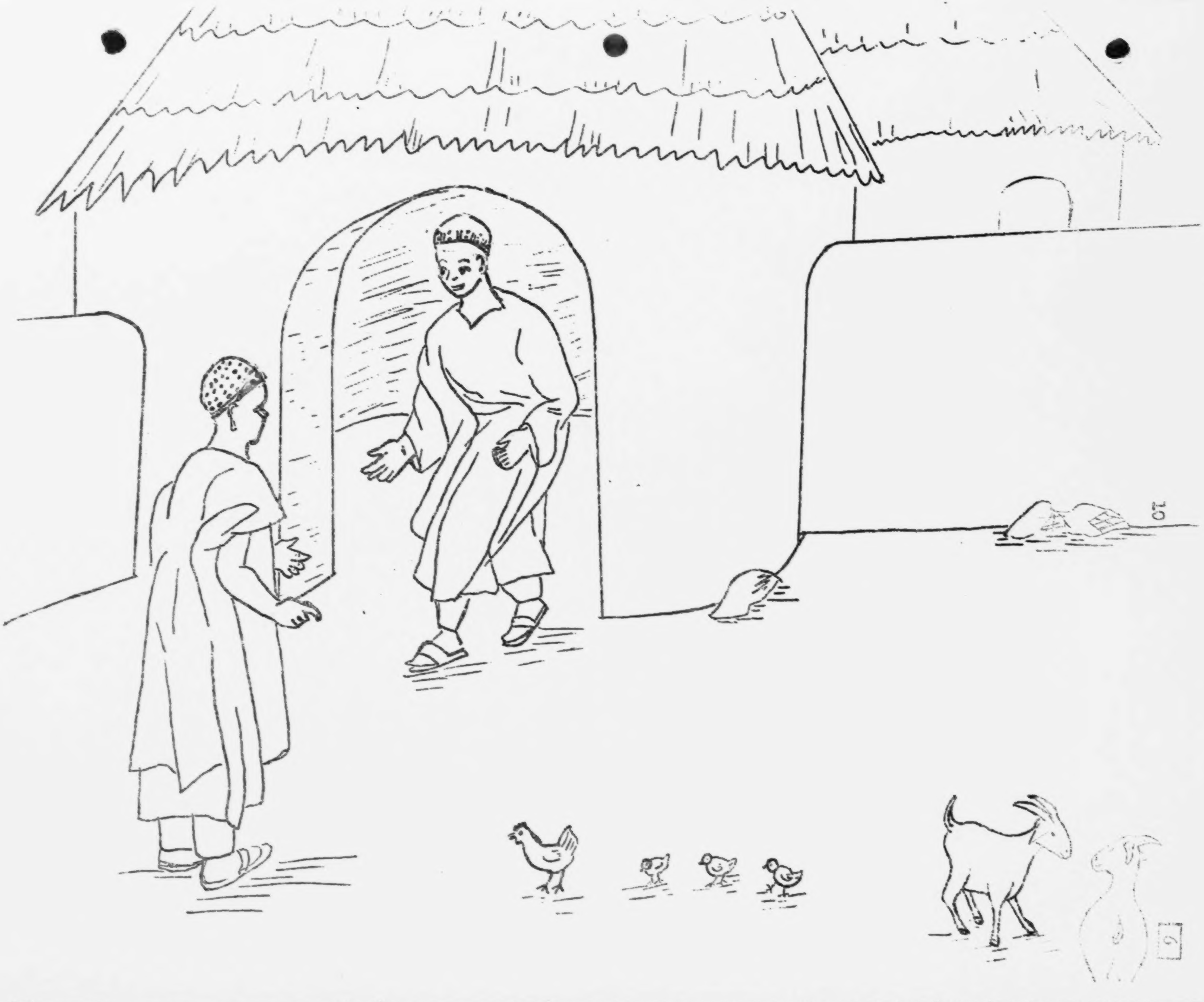


SUPPLEMENTARY VOCABULARY NO. 1

àddā (f)	matchet
àkwā̀tì (pl. akwātunā̀)	box
ɗākī̀ (pl. ɗākunā̀)	hut, room
farcḕ	fingernail
fùrē	blossom
gēmù	beard
gwandā̀ (f)	pawpaw
gwīwā̀ (f)	knee
tā̀kàlmī (pl. tākalmā̀)	sandal, boot, shoe
tukunyā (f) (pl. tukunyōyī)	cooking pot
tū̀lū (pl. tūlūnā̀)	pitcher, small water pot
yārinyā̀ (f) (pl. 'yam mātā)	girl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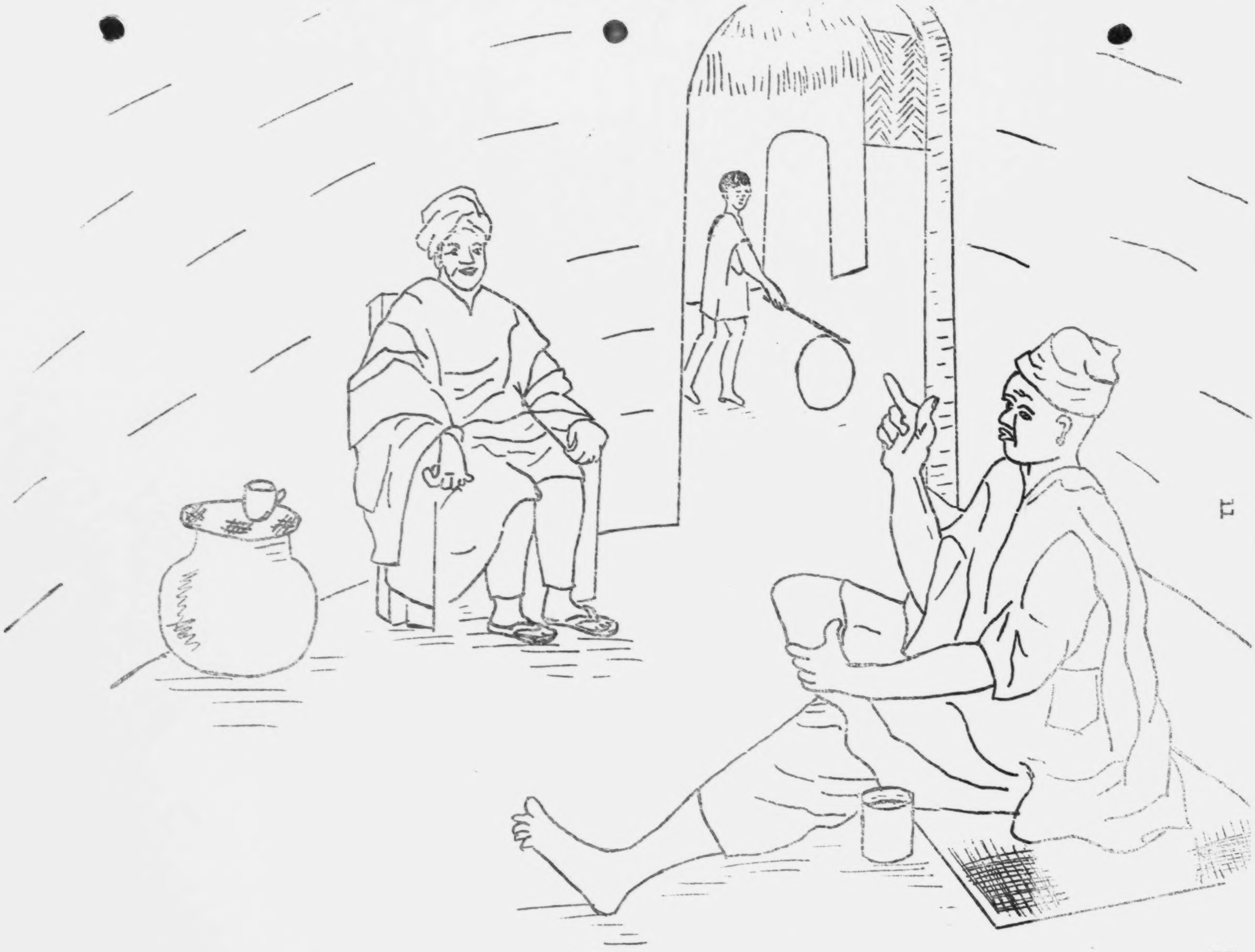

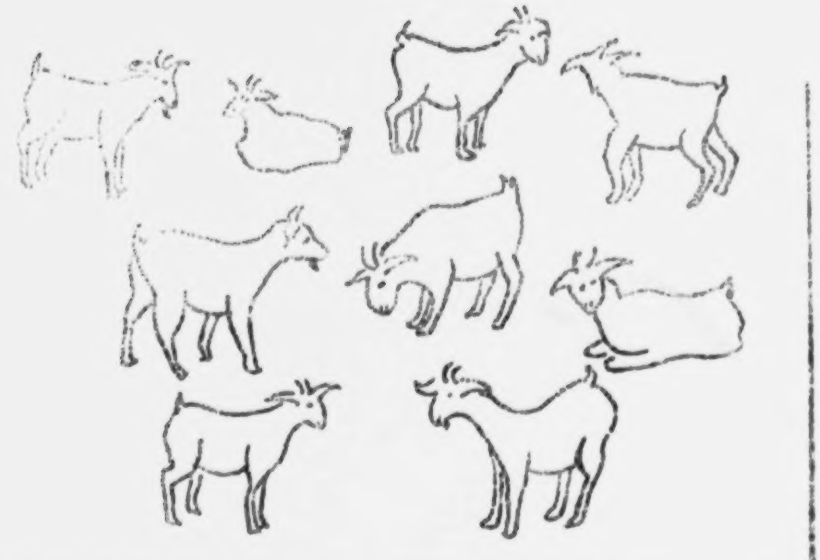

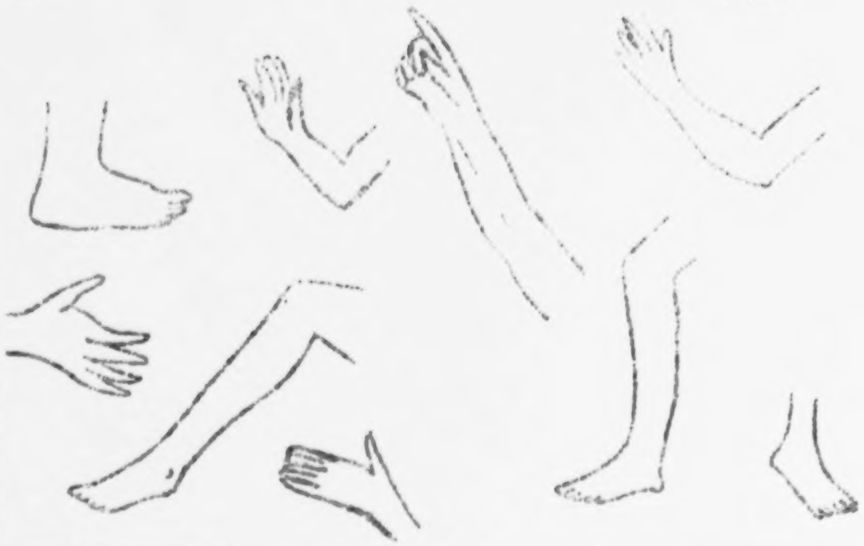

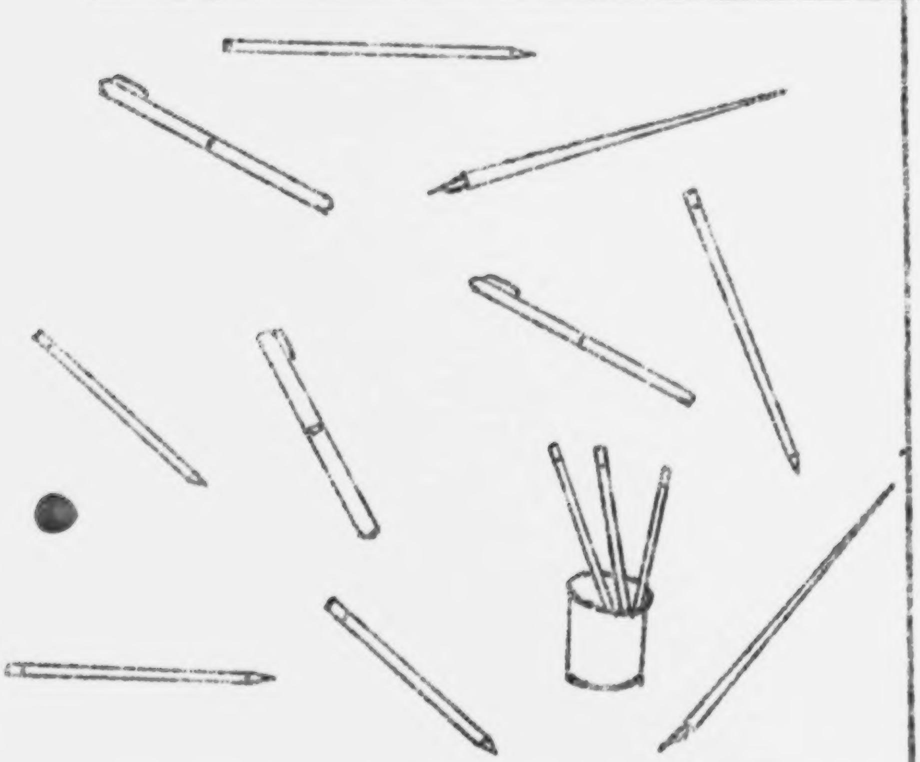

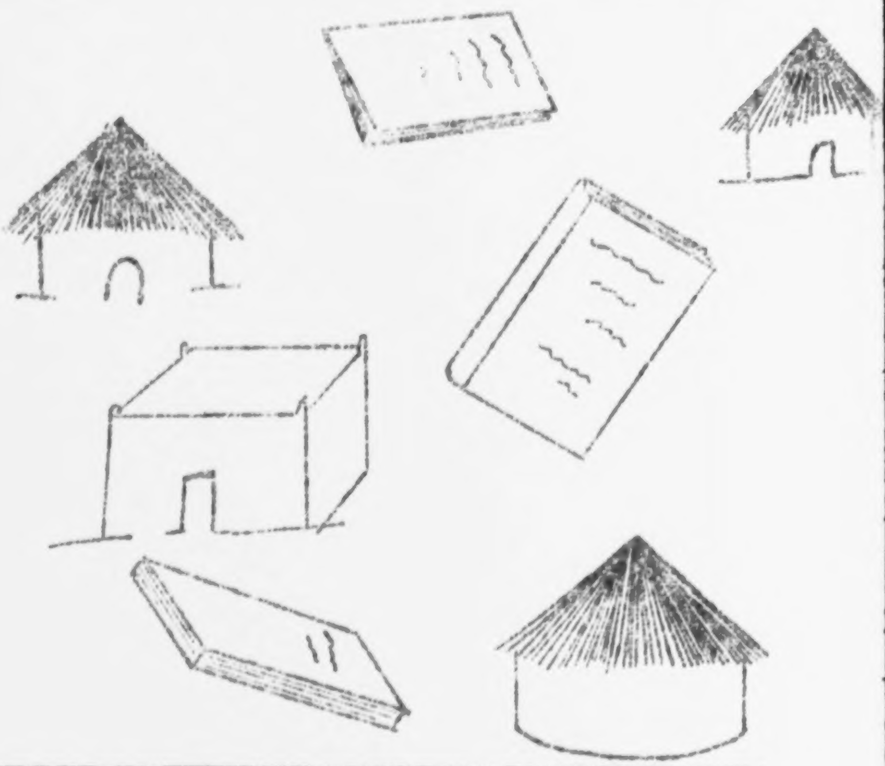

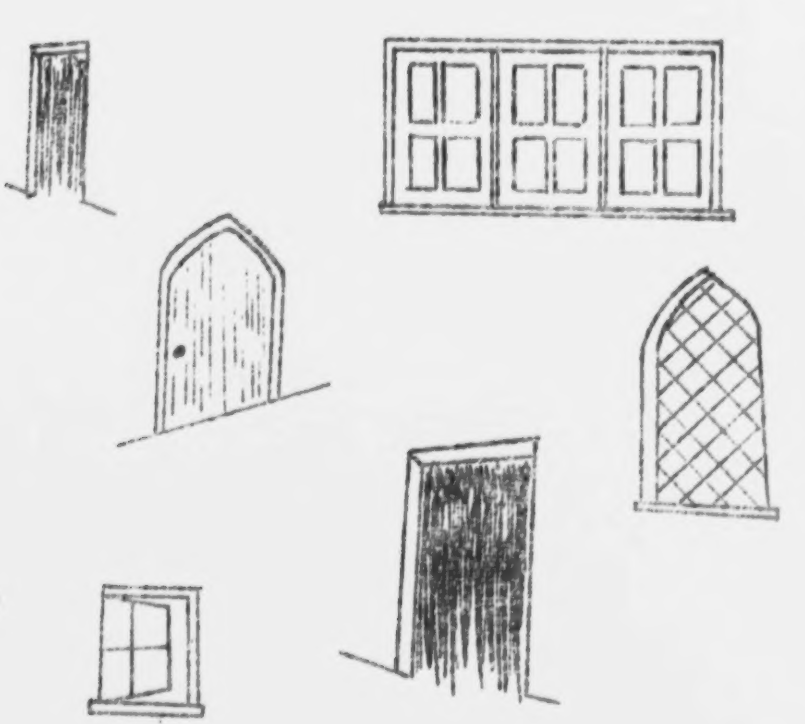

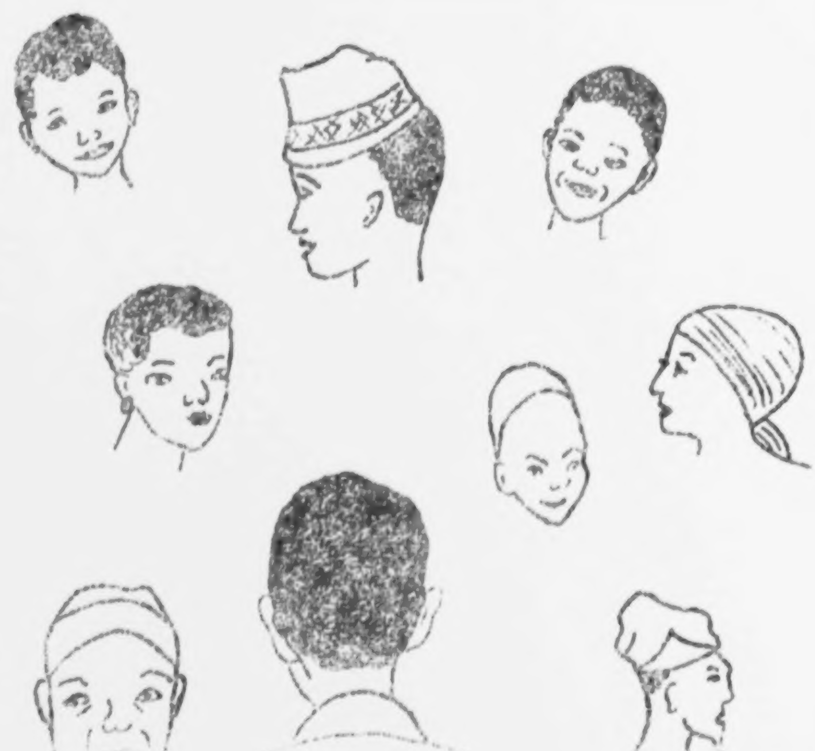

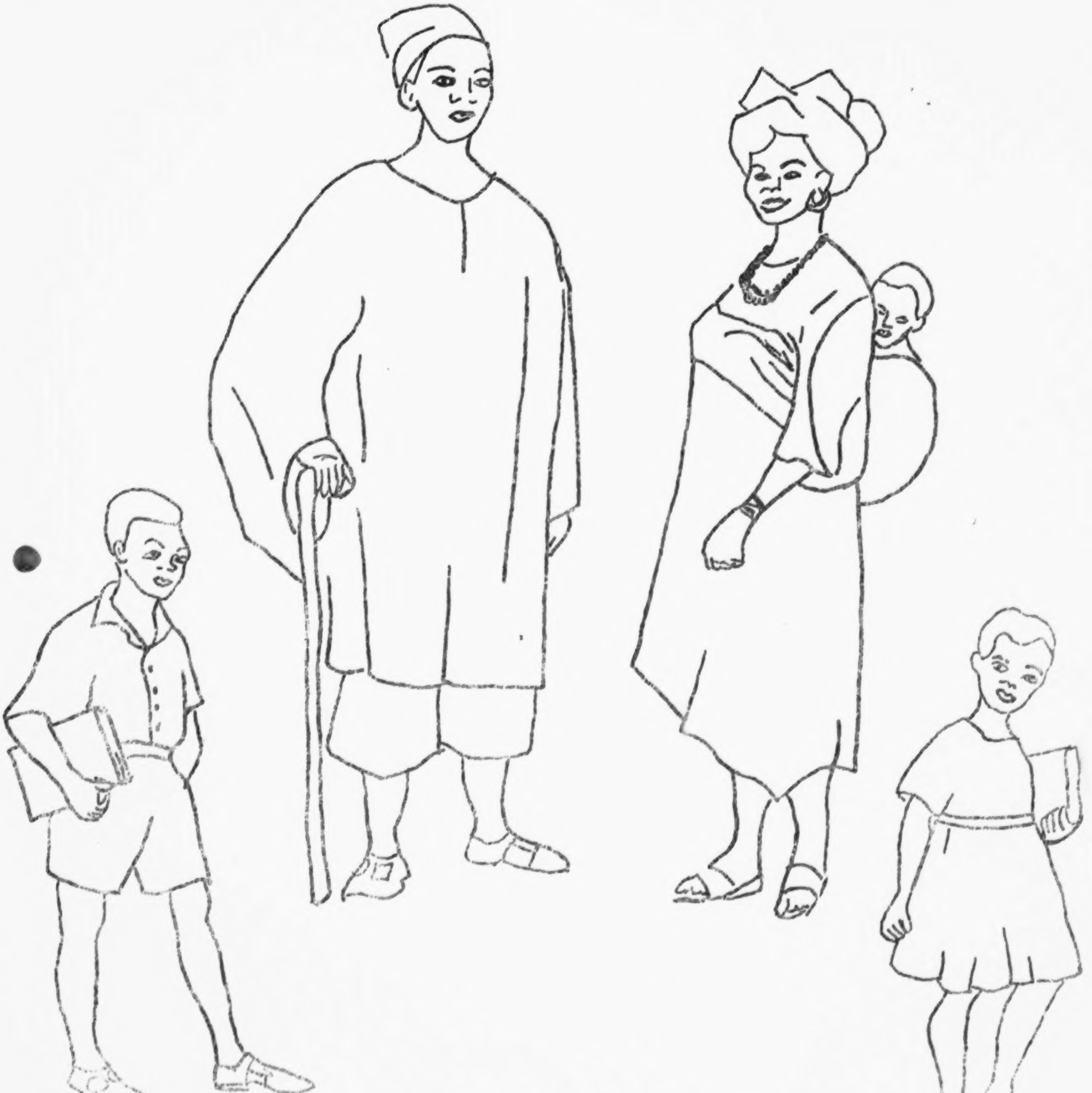

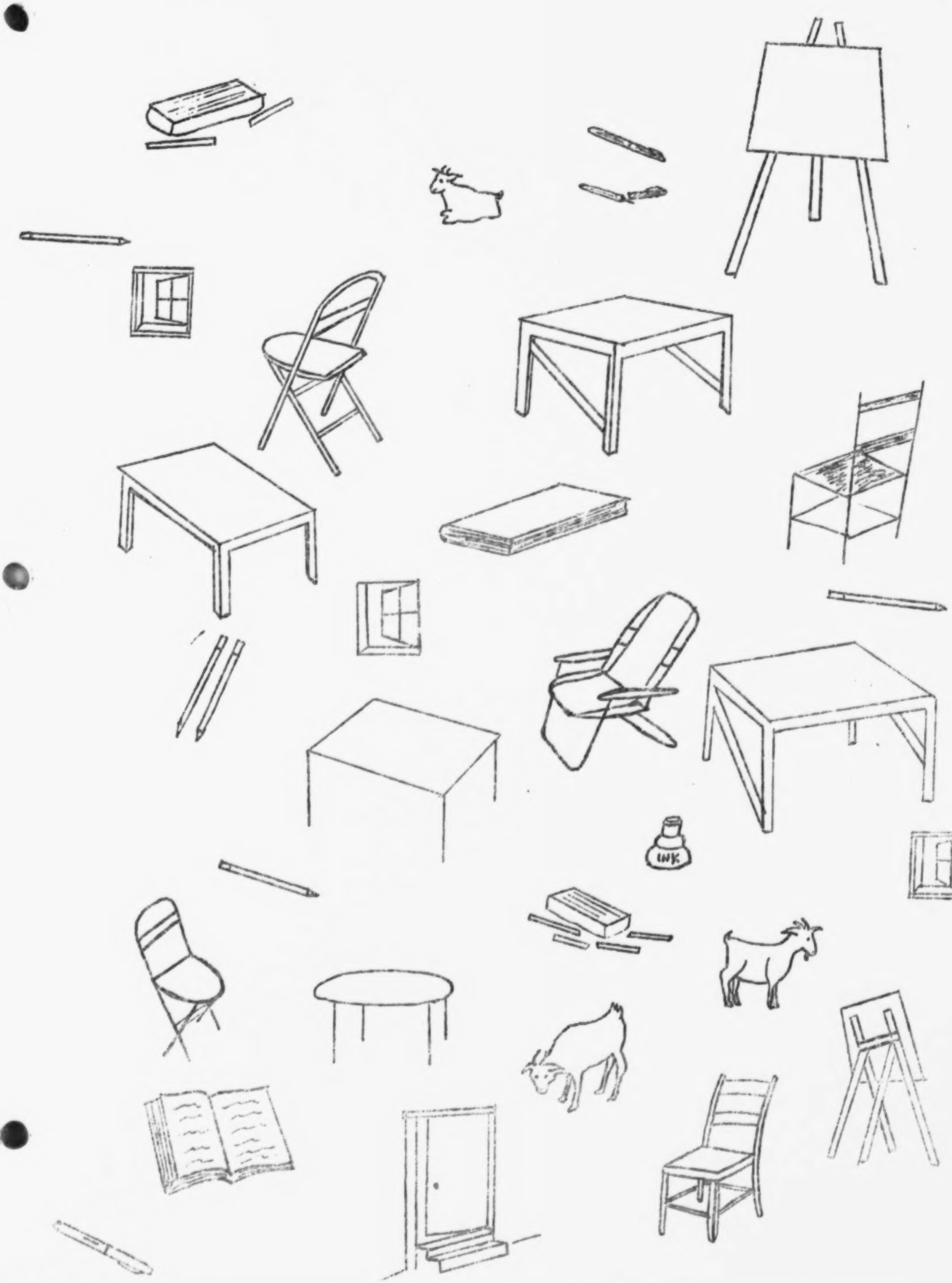
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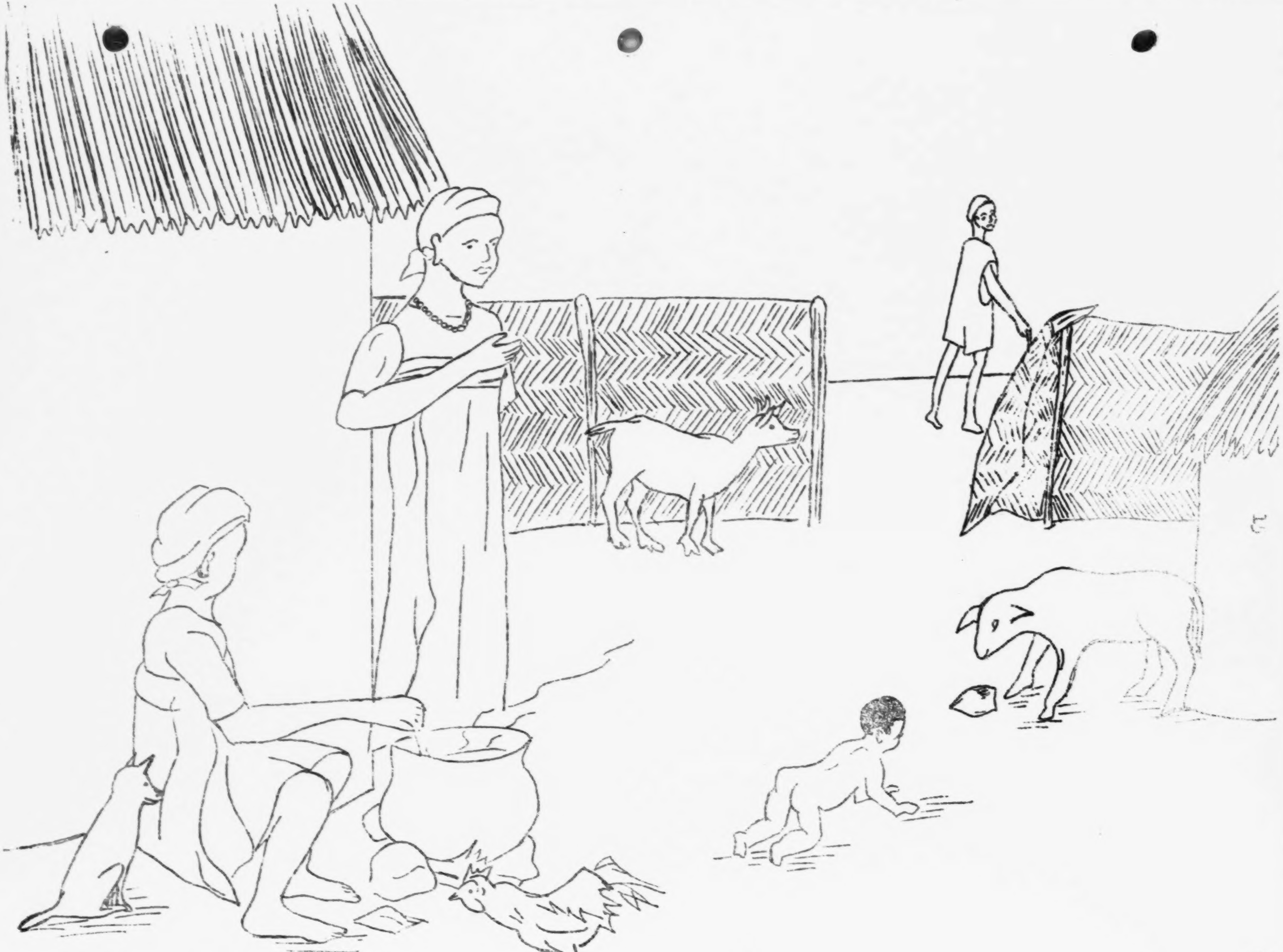

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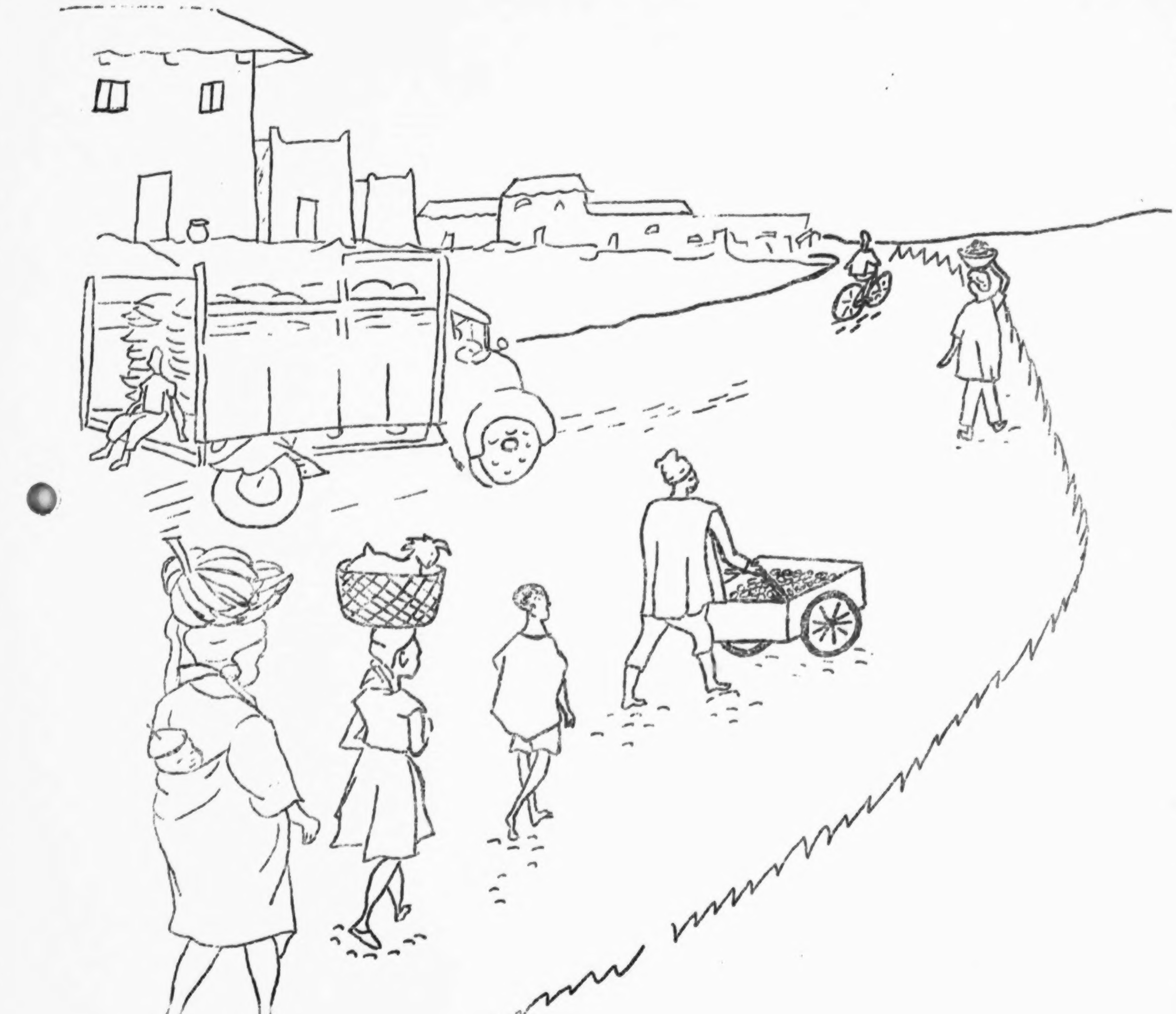
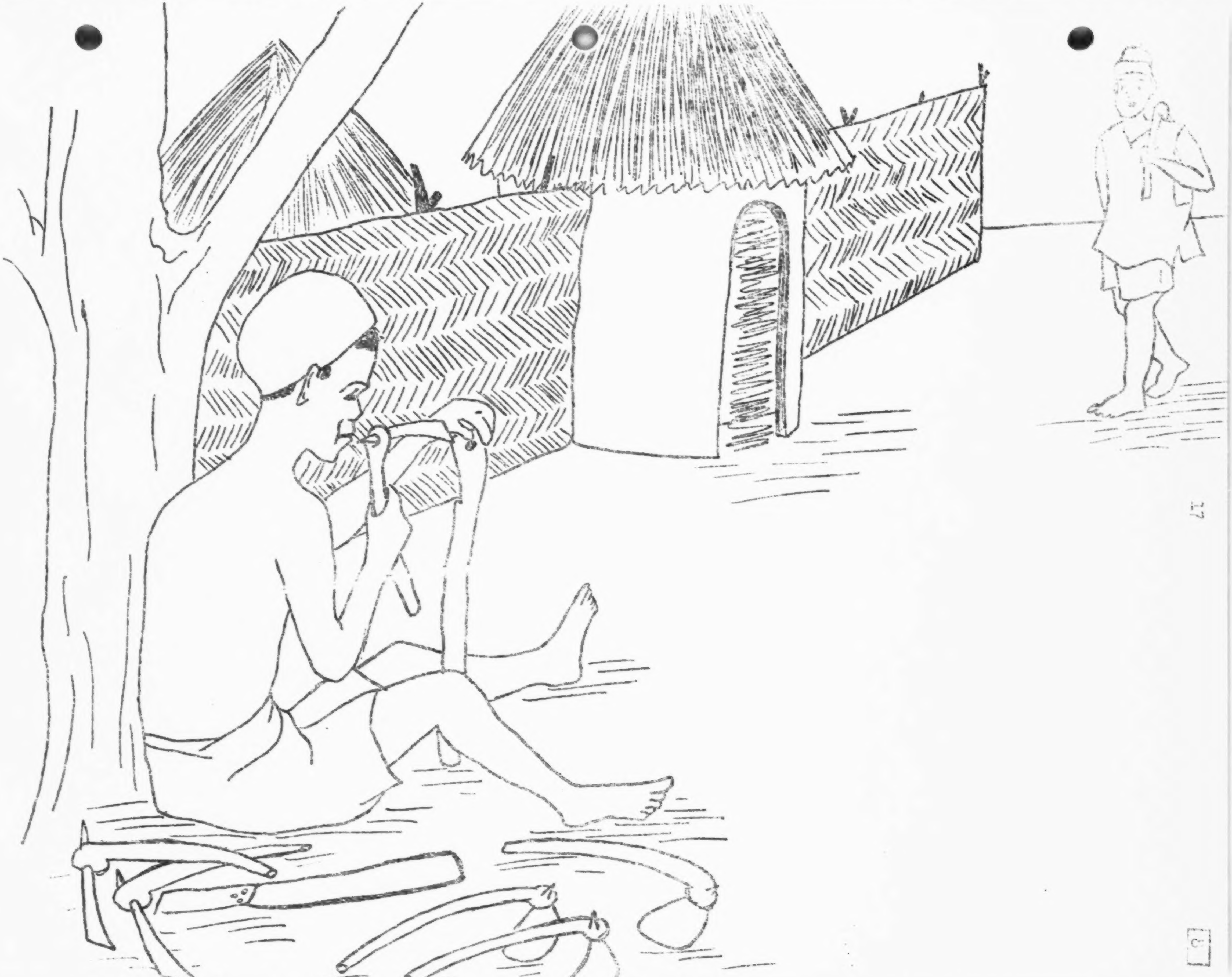
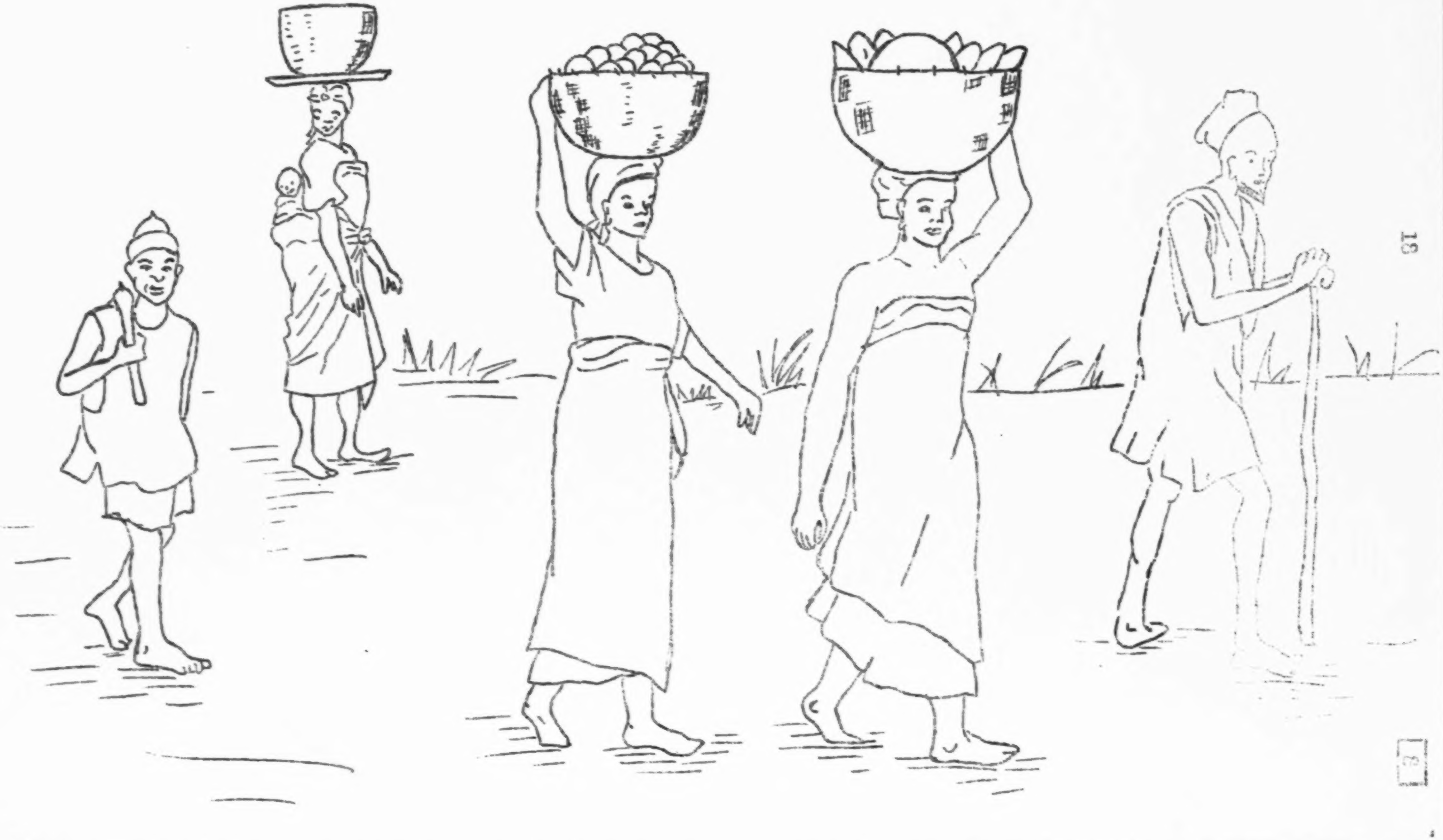
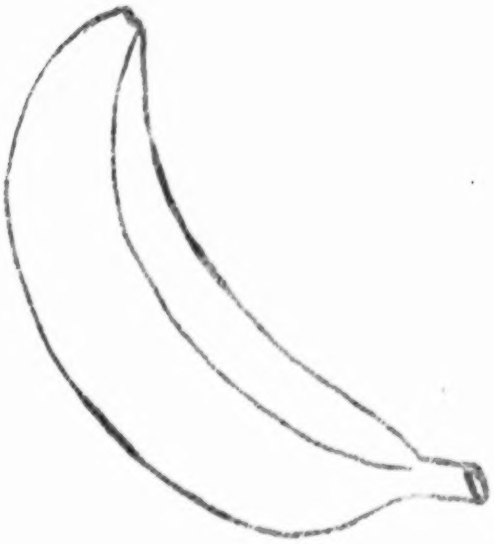
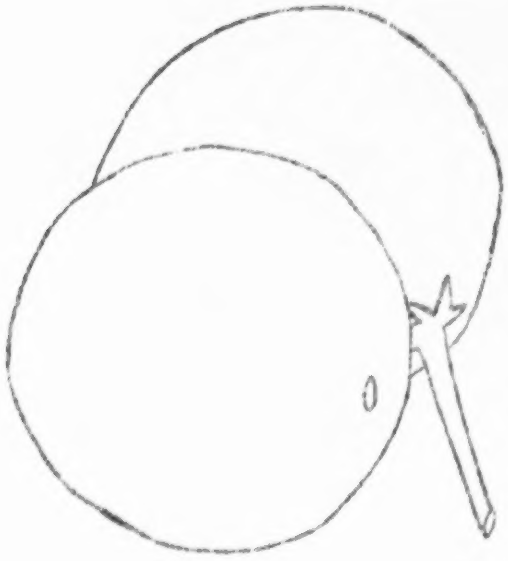
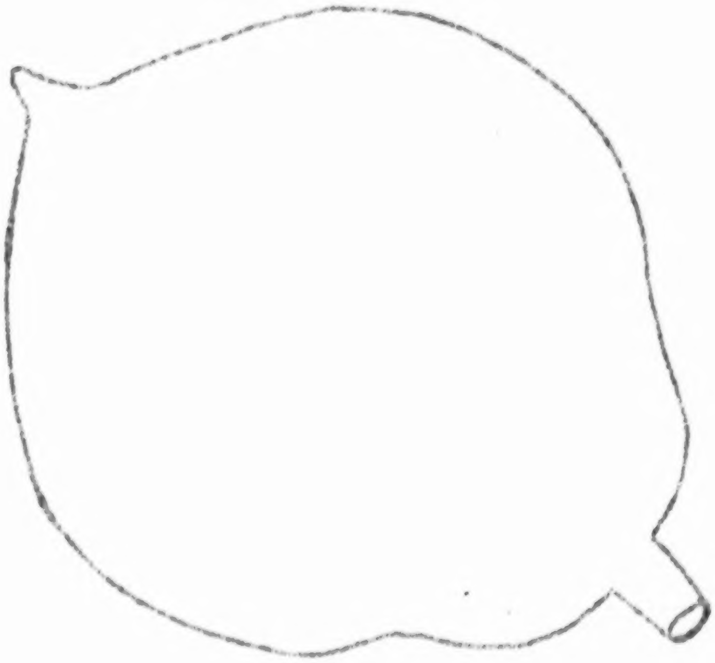


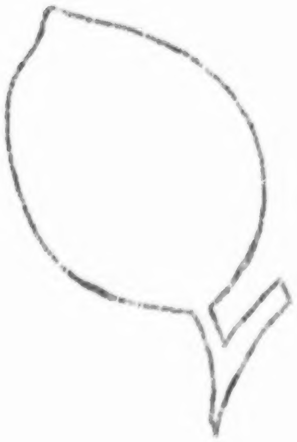


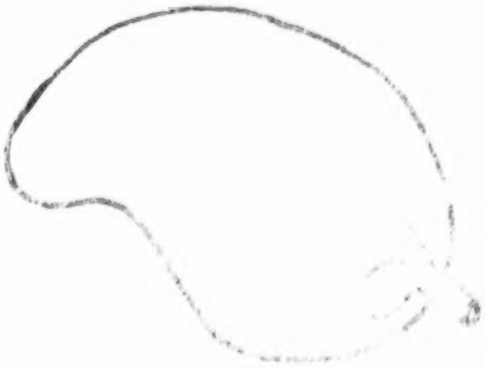


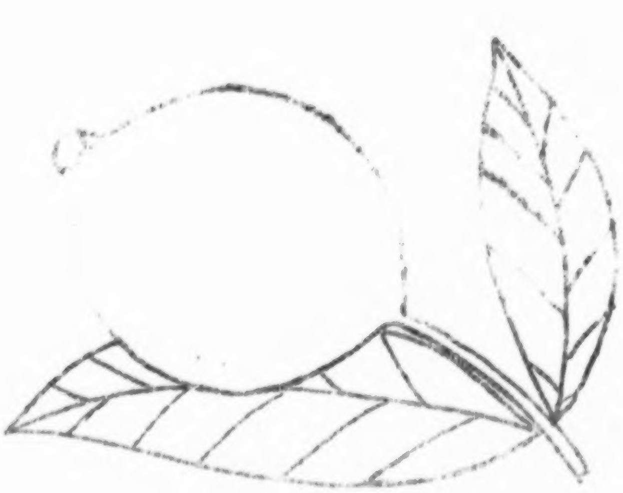


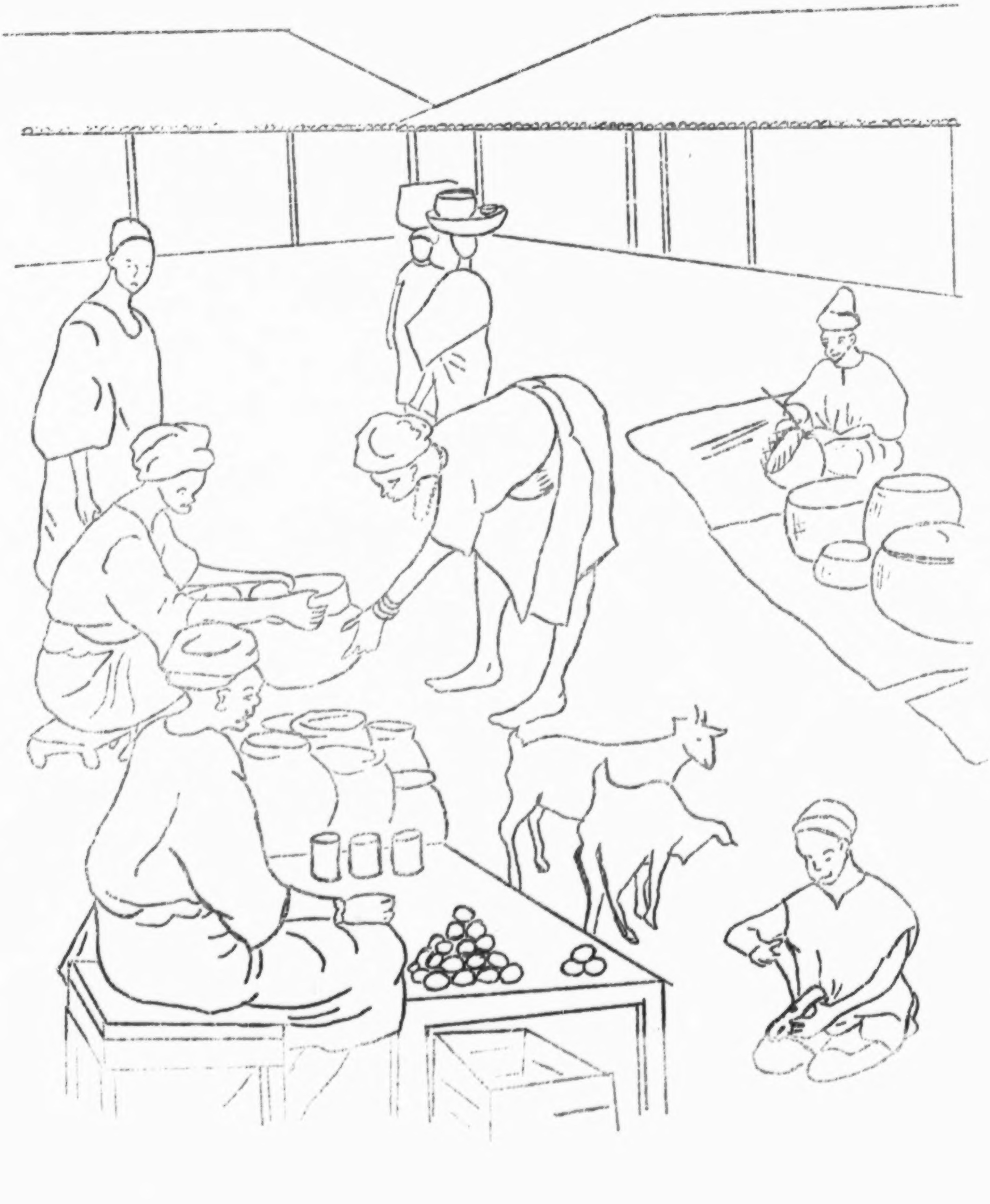


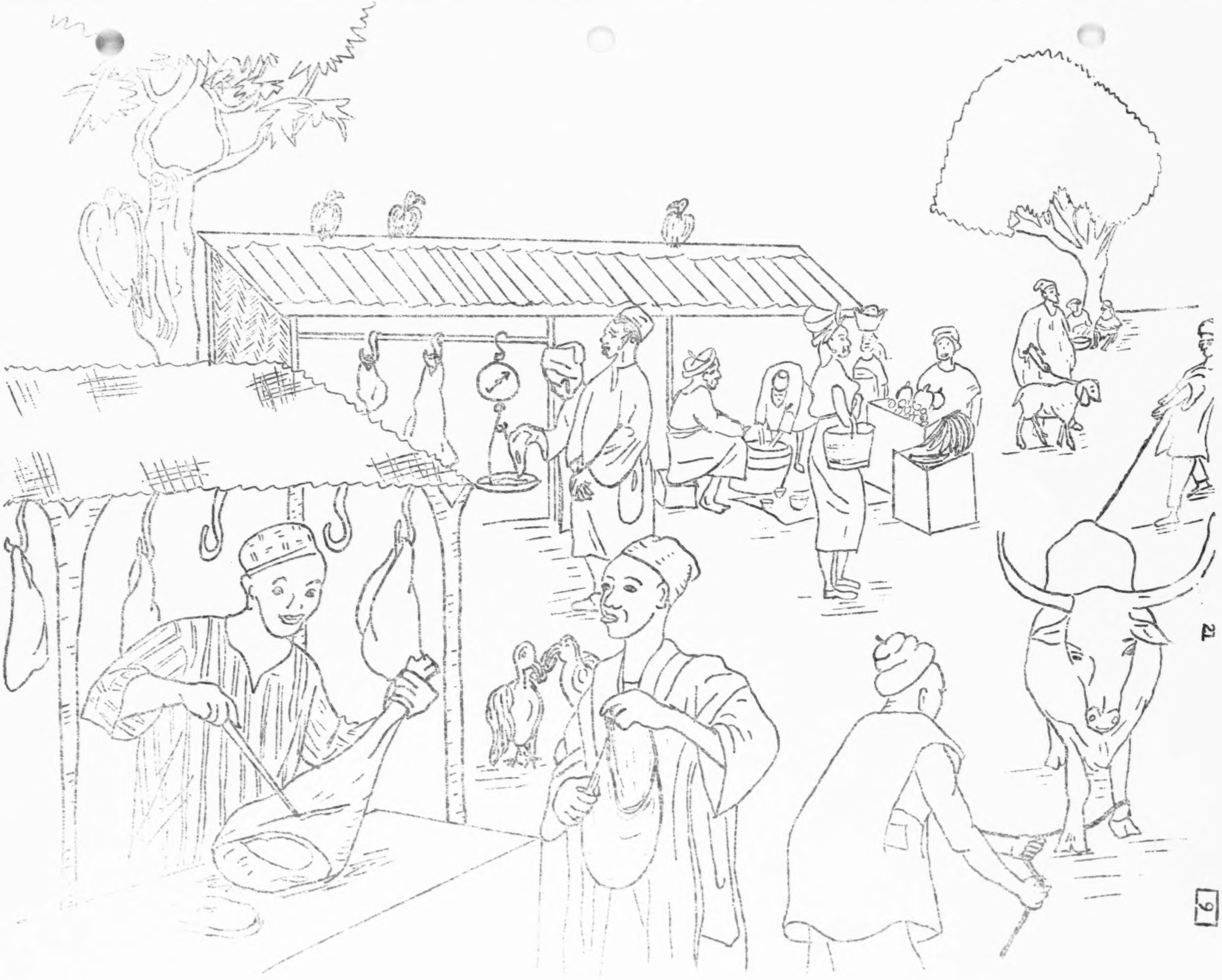






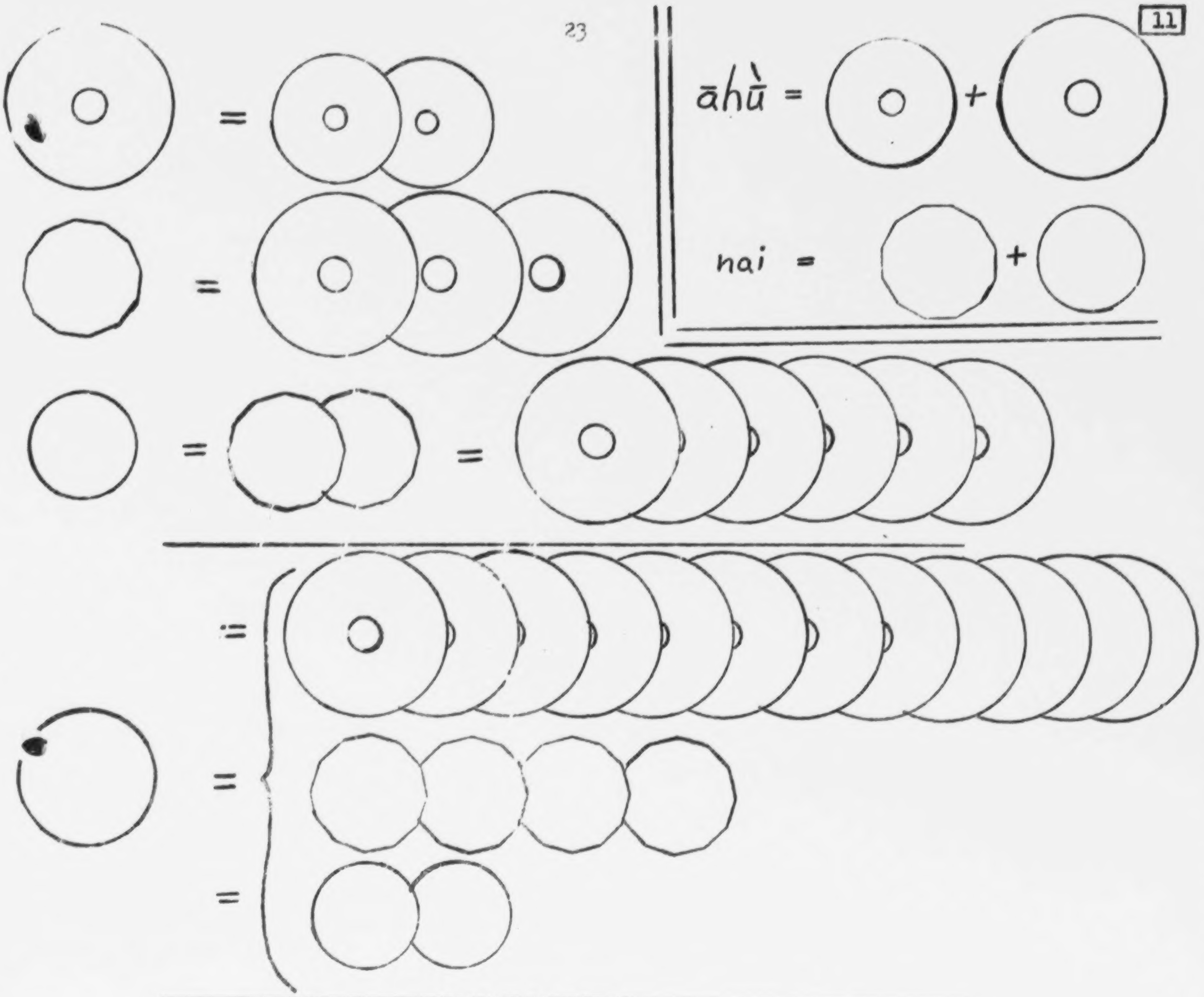






SUPPLEMENTARY VOCABULARY NO. 2

àdīkṑ (pl. adīkunā̀)	handkerchief
āfū̀	penny-half-penny, 1 1/2d
àgwā̀gwā (f) (pl. àgwā̀gī)	duck
àlbasā̀ (f) (pl. albasōshī)	onion
fìtilā̀ (f) (pl. fìtìlū)	lamp
hū̀lā (f) (pl. hūlunā̀)	cap, hat
itā̀cē (pl. itātuwā̀)	tree
jiyà	yesterday
kā̀zā (f) (pl. kā̀jī)	hen
kīfī (pl. kīfā̀yē)	fish
kuɓḕwā (f) (pl. kùɓḕyī)	okra
kwalabā (f) (pl. kwalā̀bē)	glass bottle
ƙàrƙashī	underside, under
mà'ànā (f) (ma'anōnī)	meaning
tā̀barmā (f) (pl. tā̀bàrmī)	mat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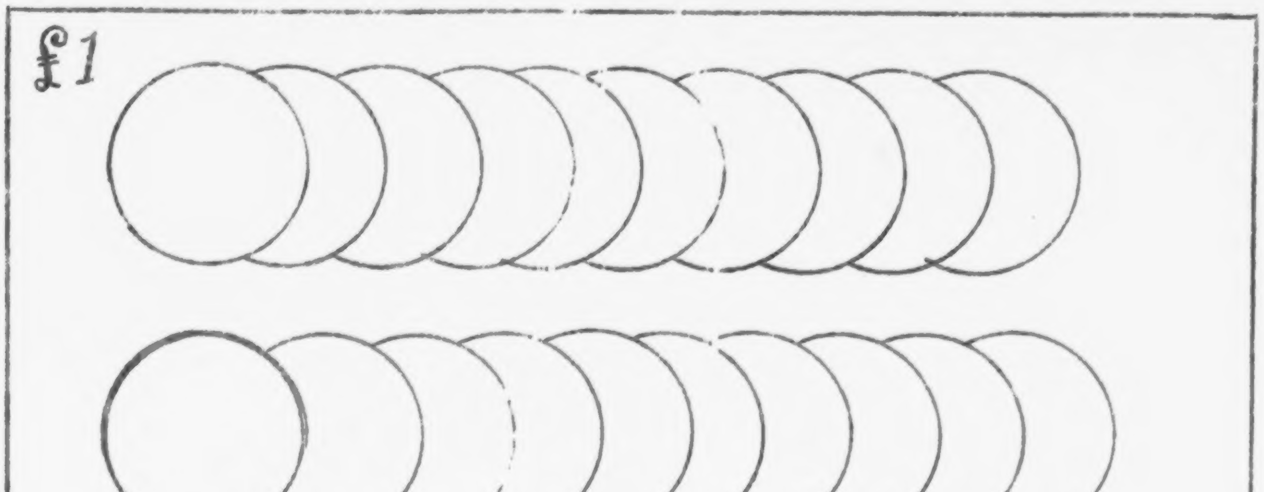
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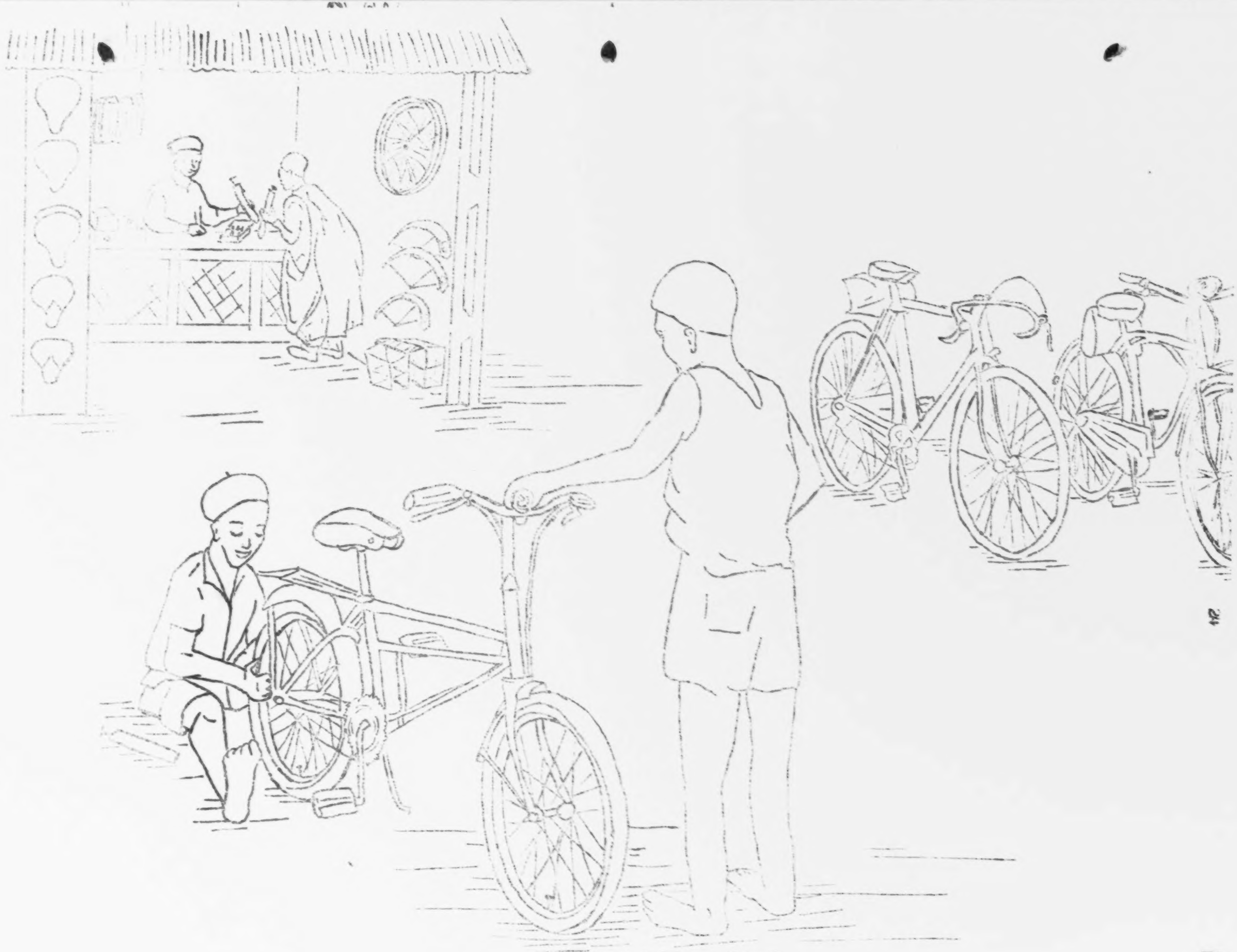

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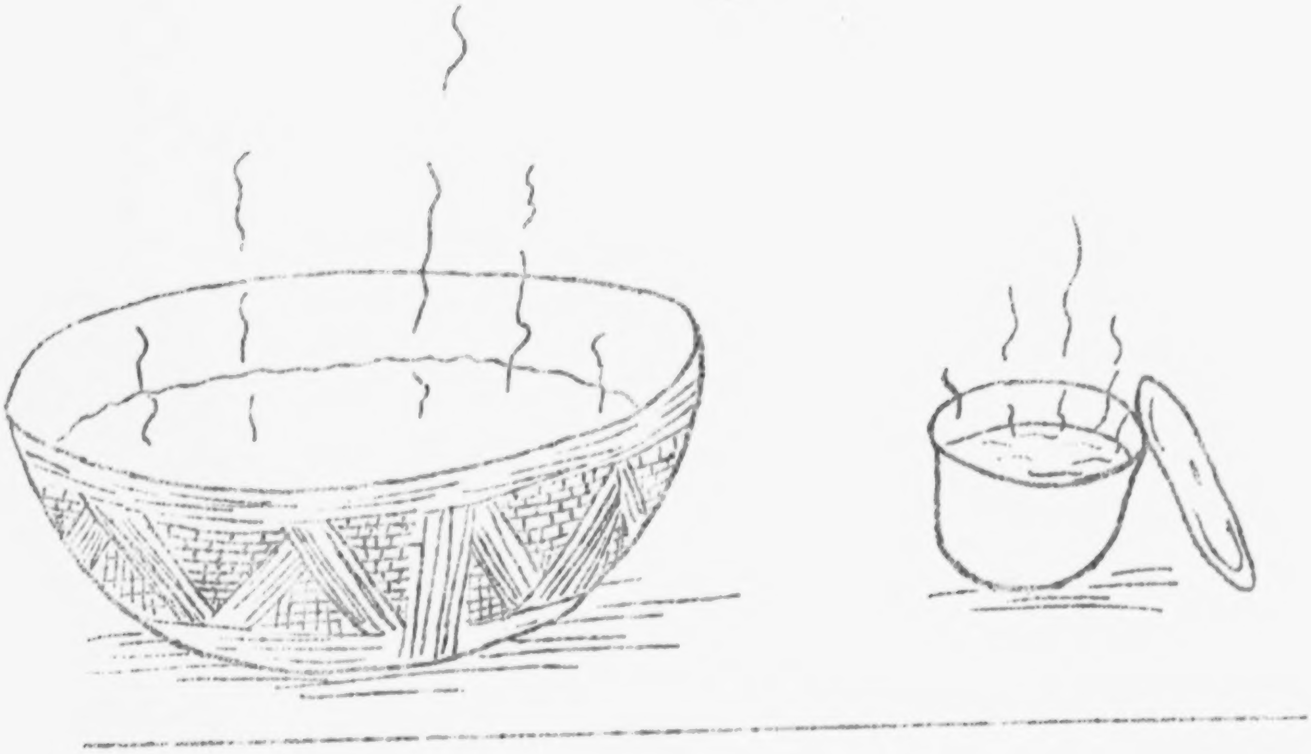

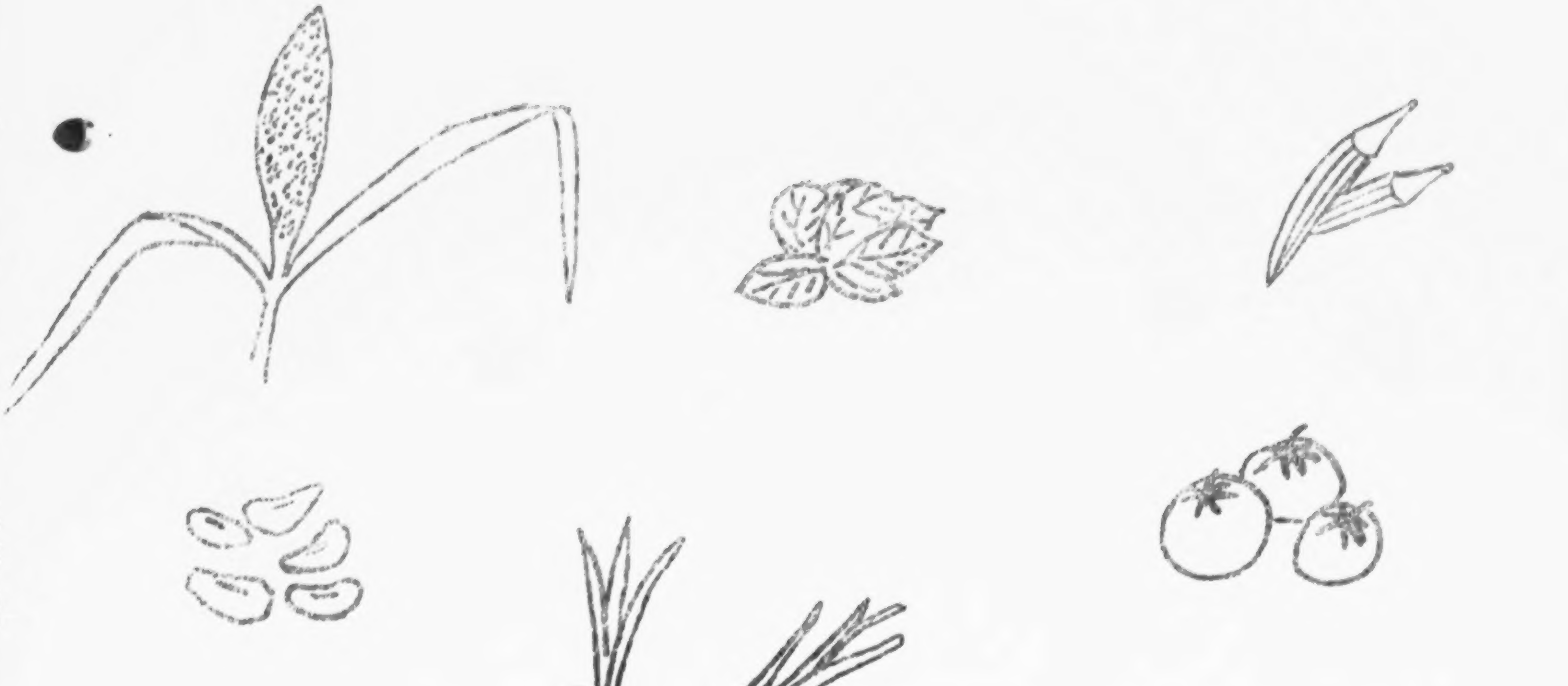
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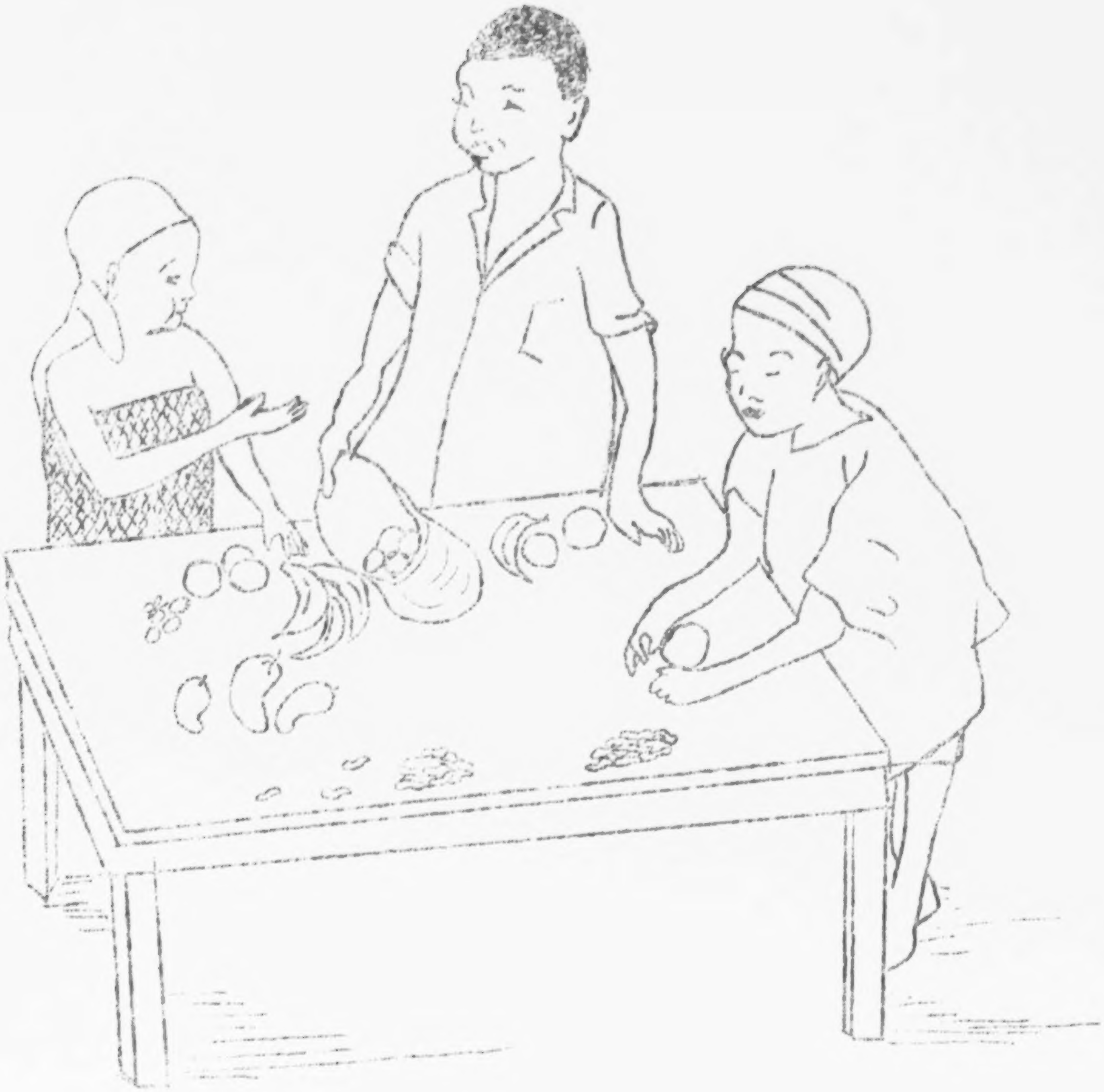

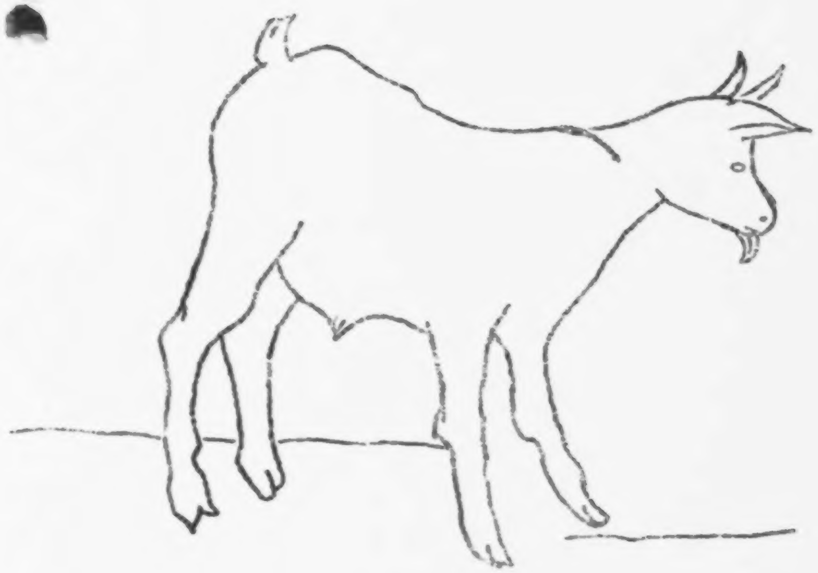

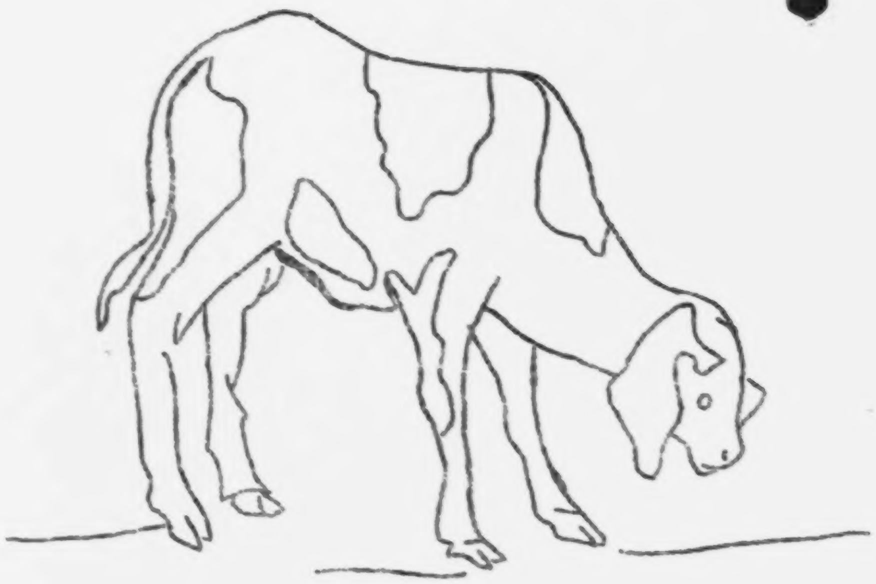

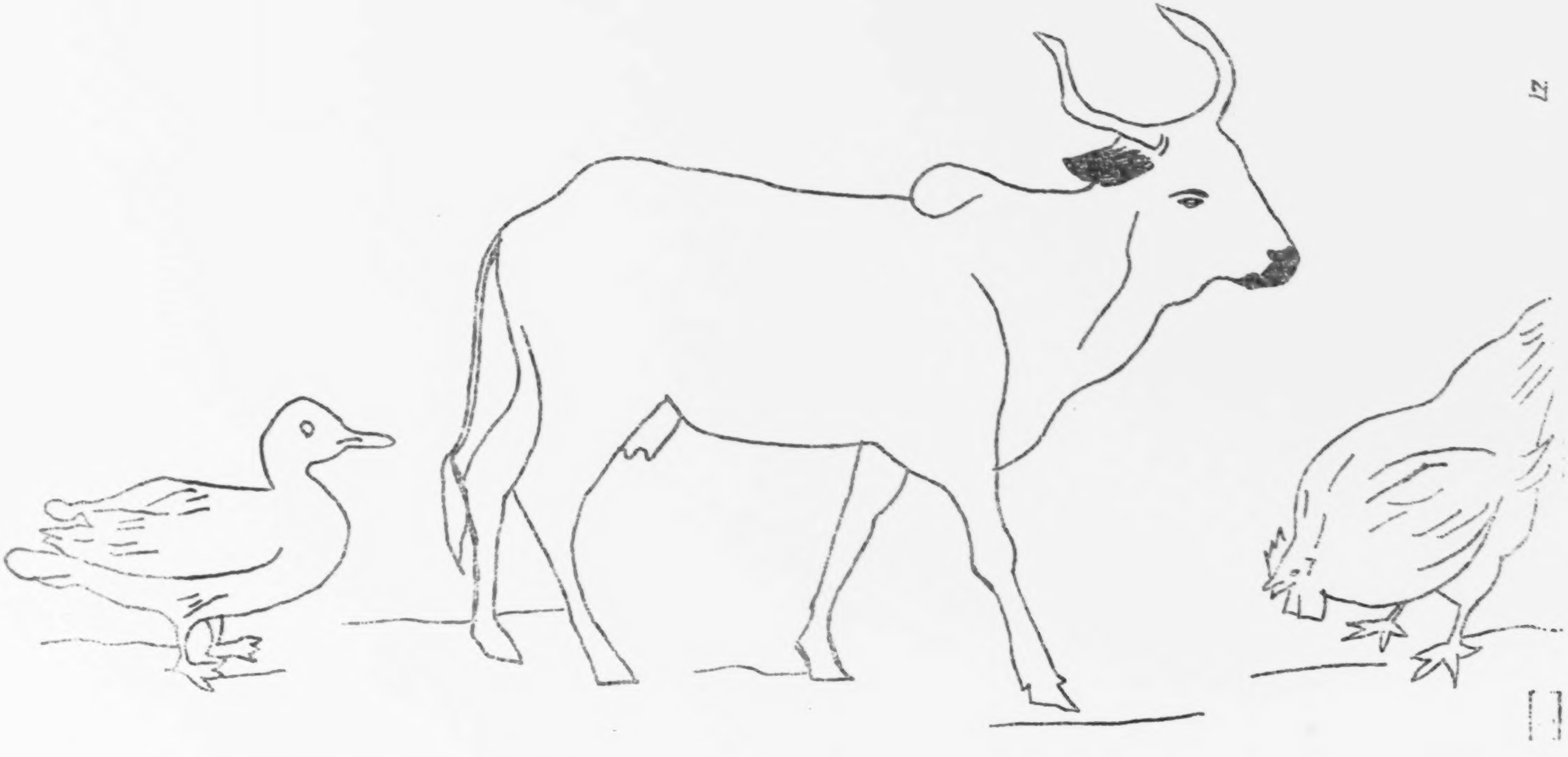

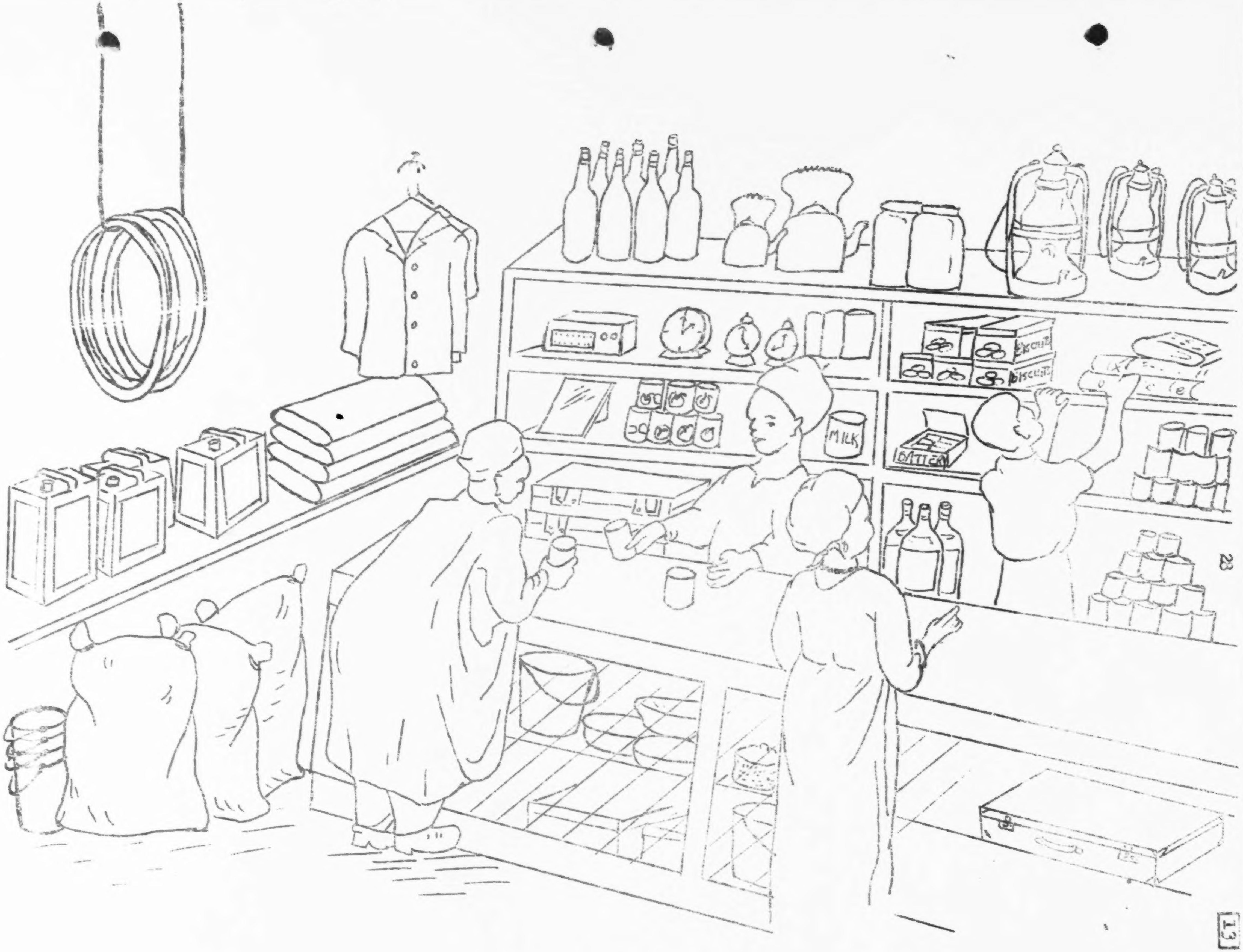
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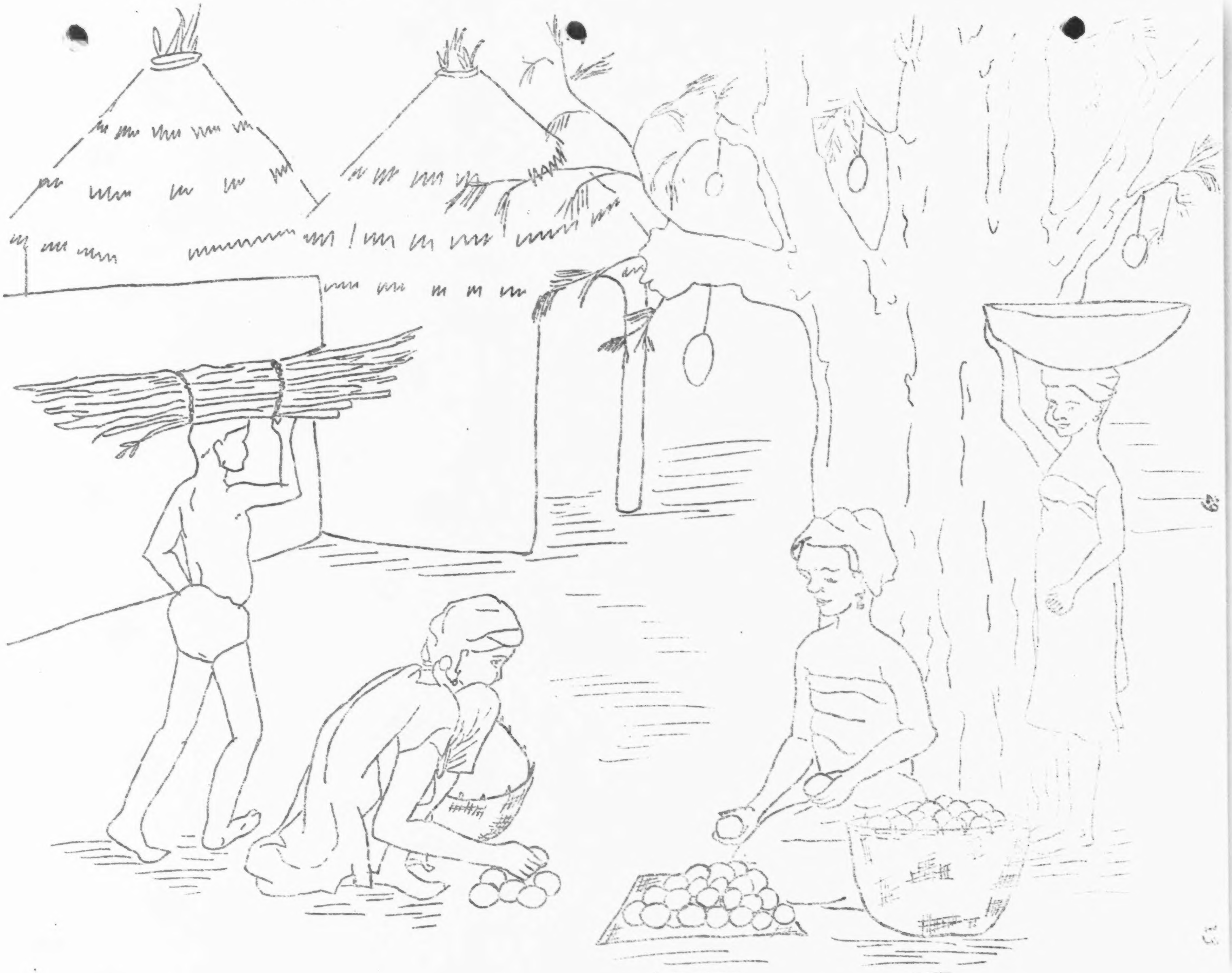
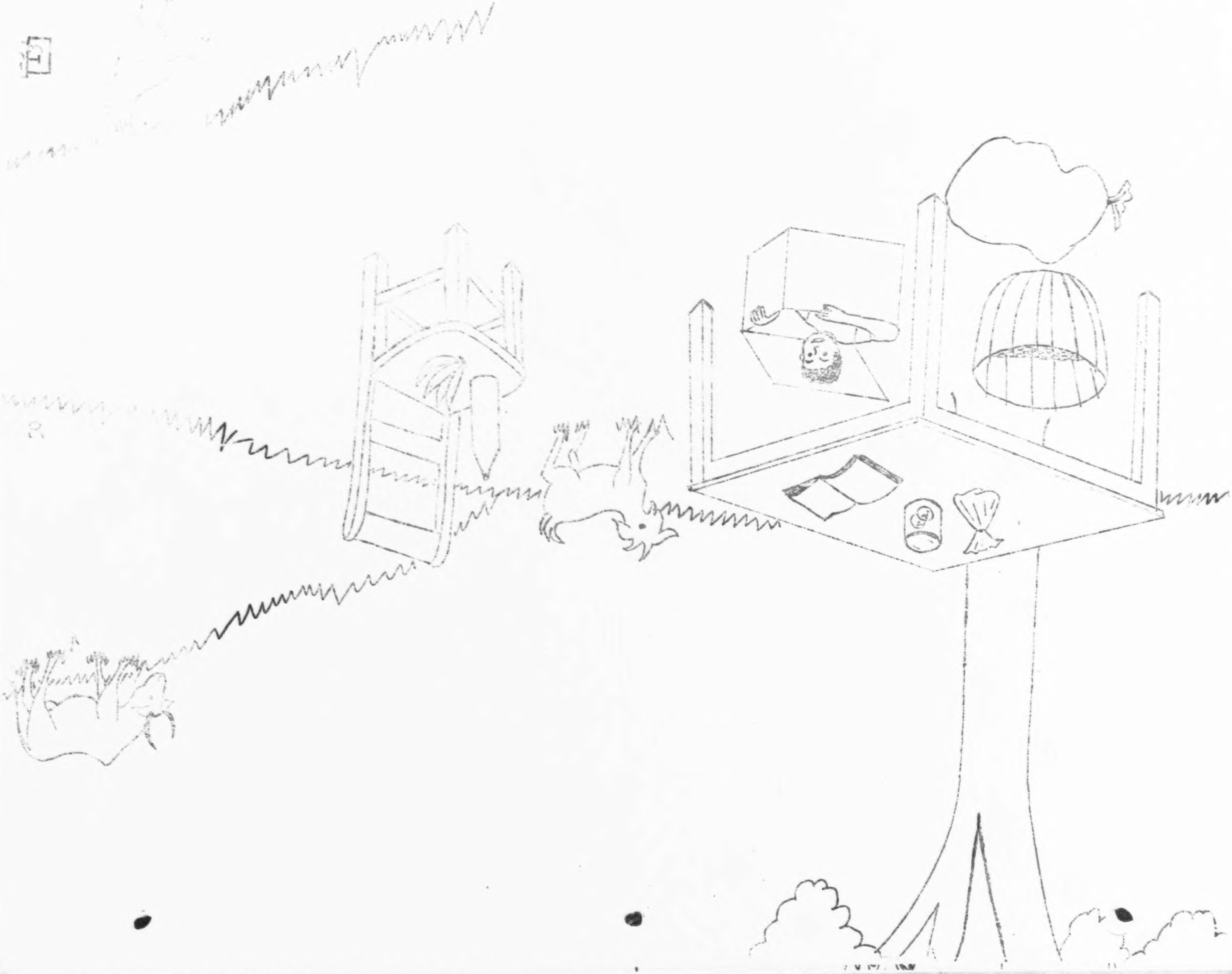
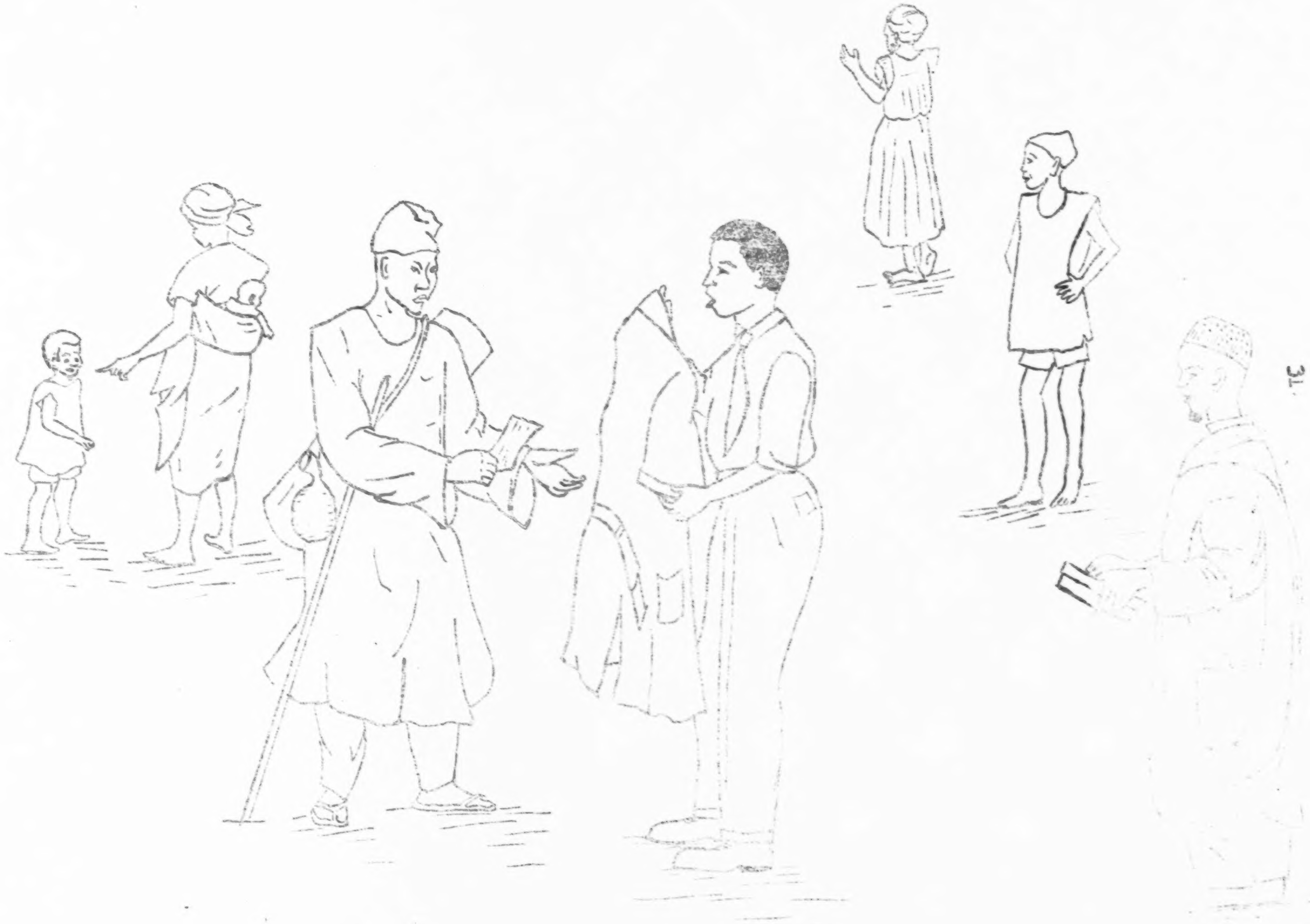
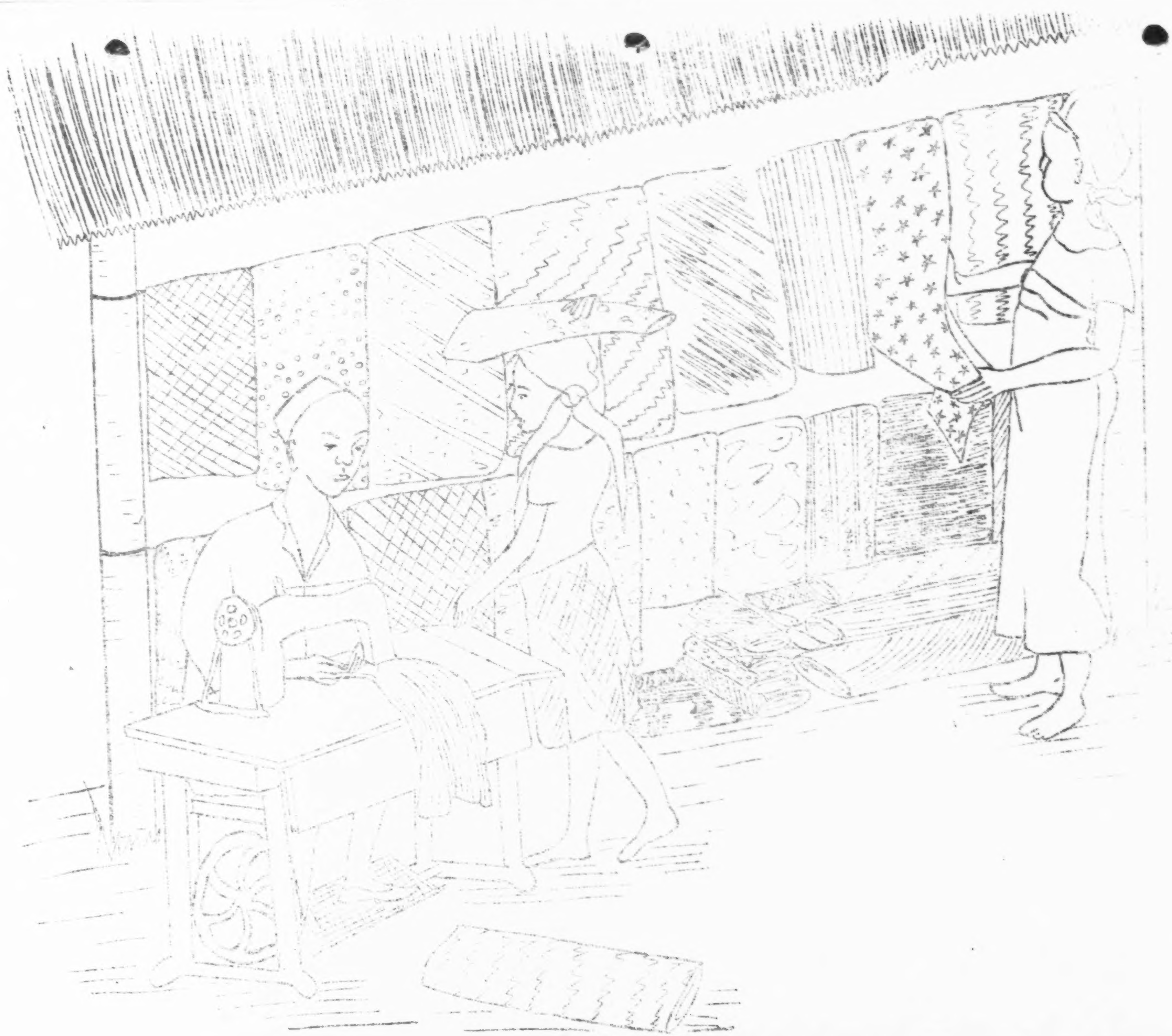


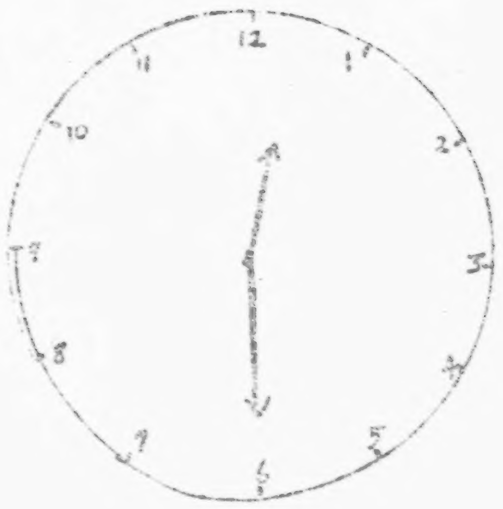


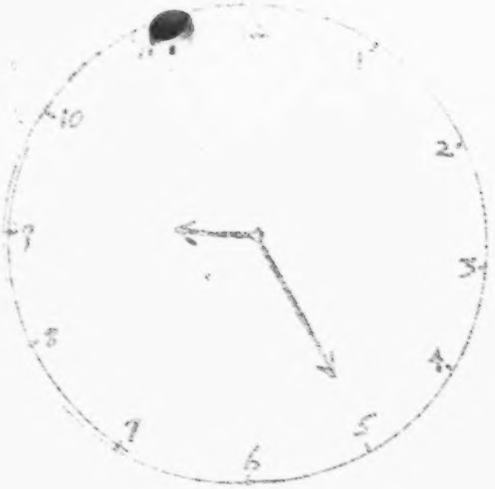


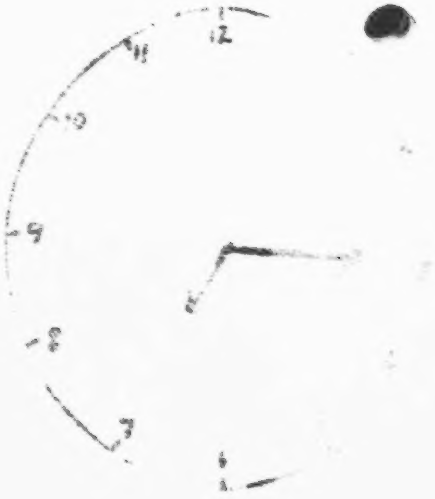


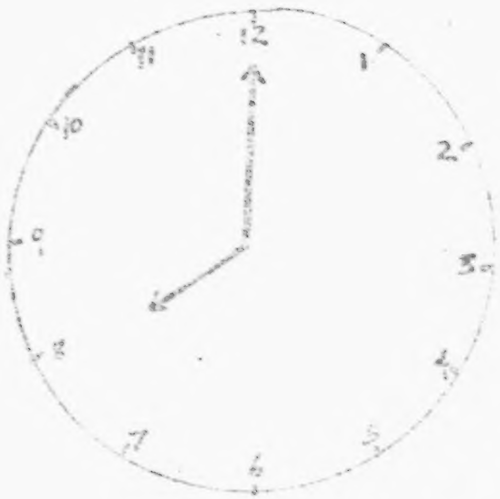
SUPPLEMETARY VOCABULARY NO. 3

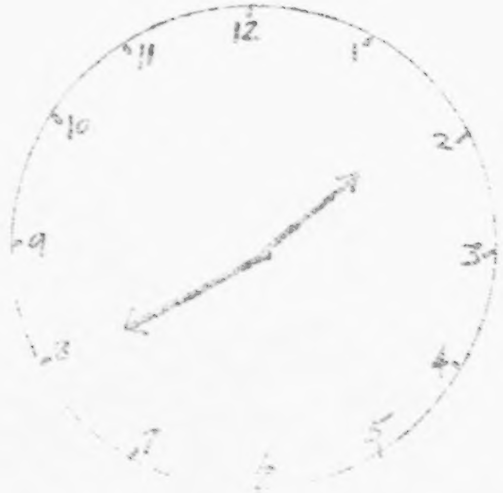
àlƙālī (pl. àlƙā̀lai)		judge
barcī		sleep
birī̀ (pl. birōrī)		monkey
būɗḕ	V	open
ɓērā (pl. bērā̀yē)		mouse, rat
dàbārā̀ (f) (pl. dā̀bā̀rū)		plan
farkō		first, beginning
jā̀kī, jā̀kā (f) (pl. jākunā̀)		donkey
kṑrā (i/ē)	V	drive away
kùnkurū (pl. kunkurā̀)		tortoise
mùzūrū (pl. mùzū̀rai)		male cat
rufḕ	V	cover
sā̀bulū̀		soap
sàndā (pl. sandunā̀)		stick
tarkō (pl. tarkunā̀)		trap
wankā		bathing
yāwṑ		strolling, wandering about

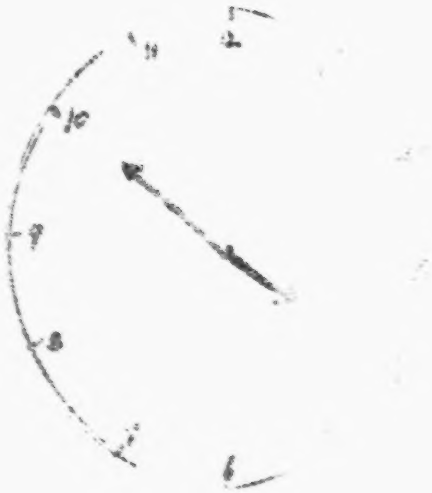


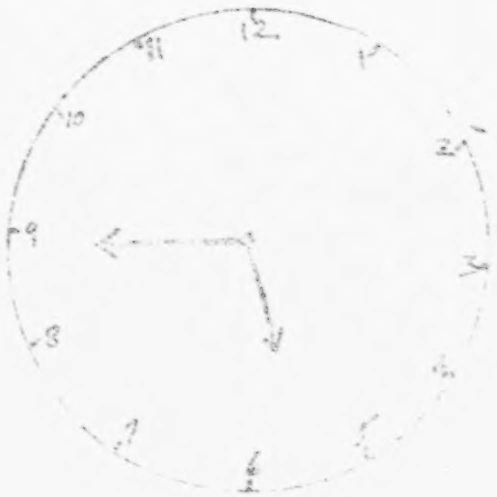


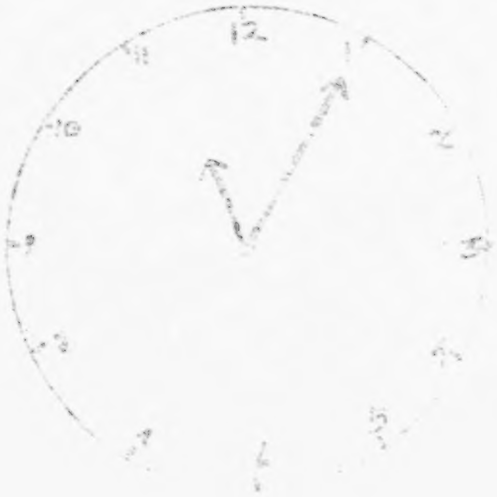


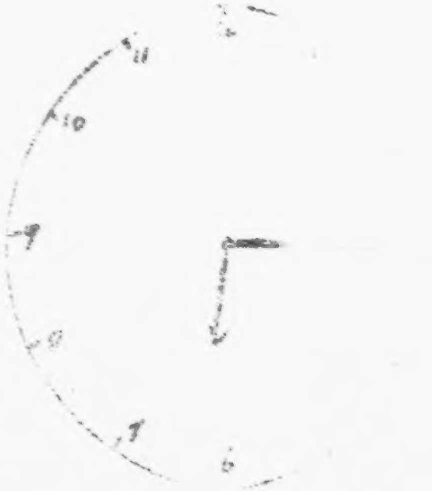


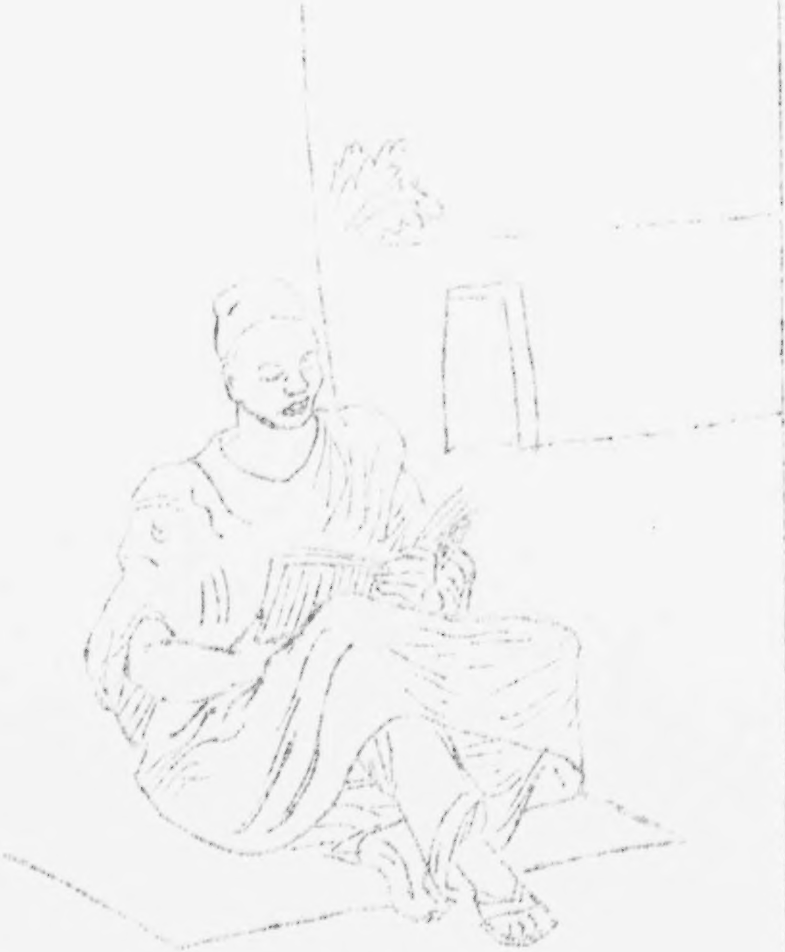


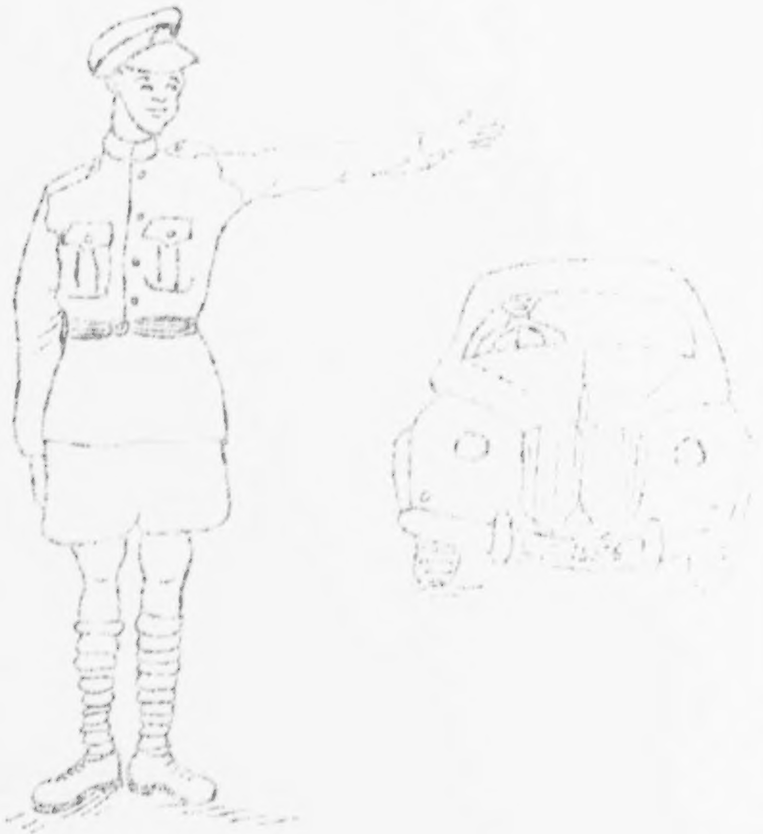


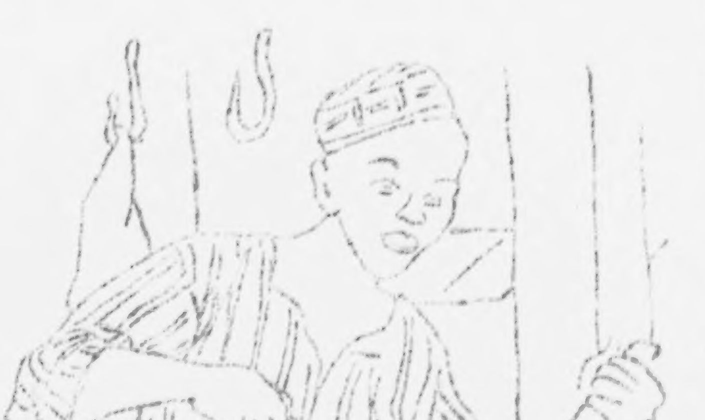


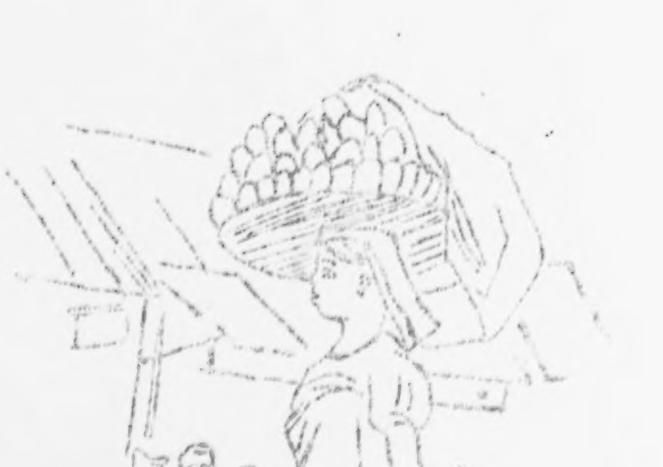


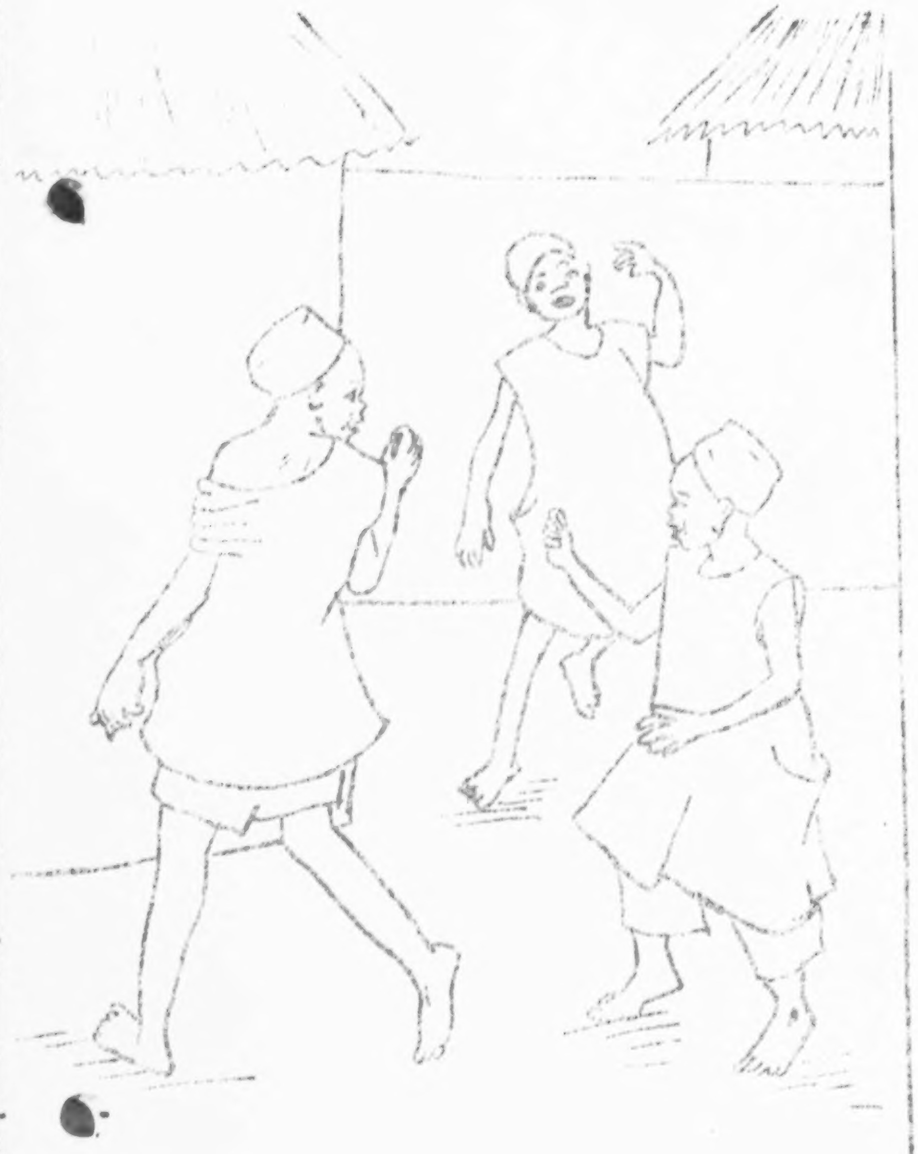


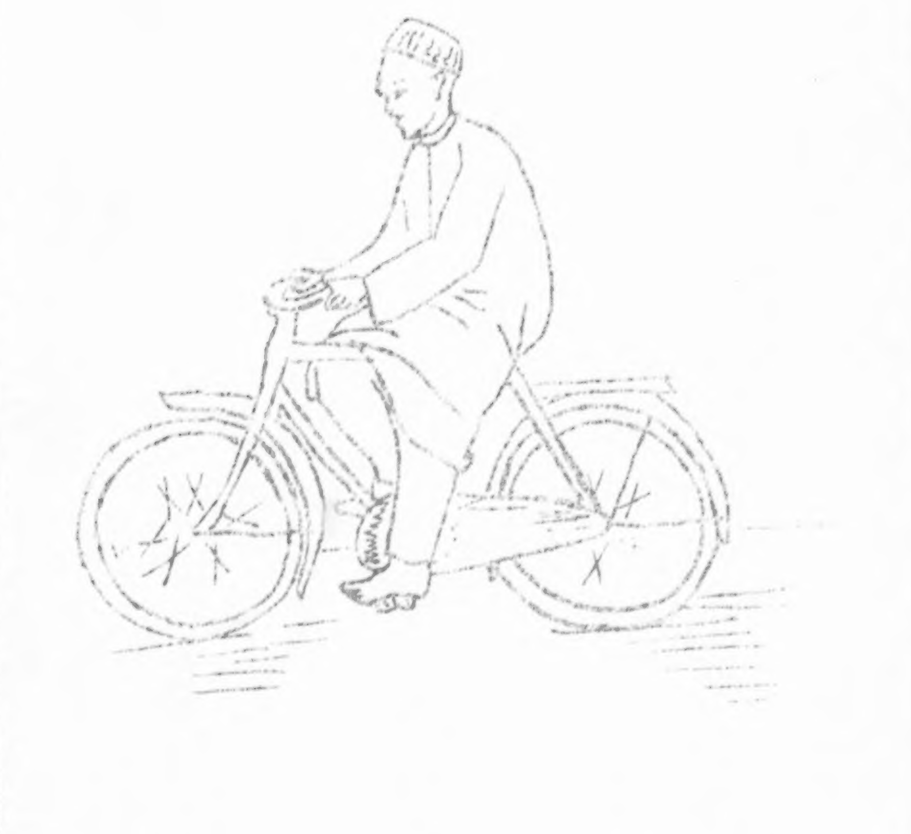


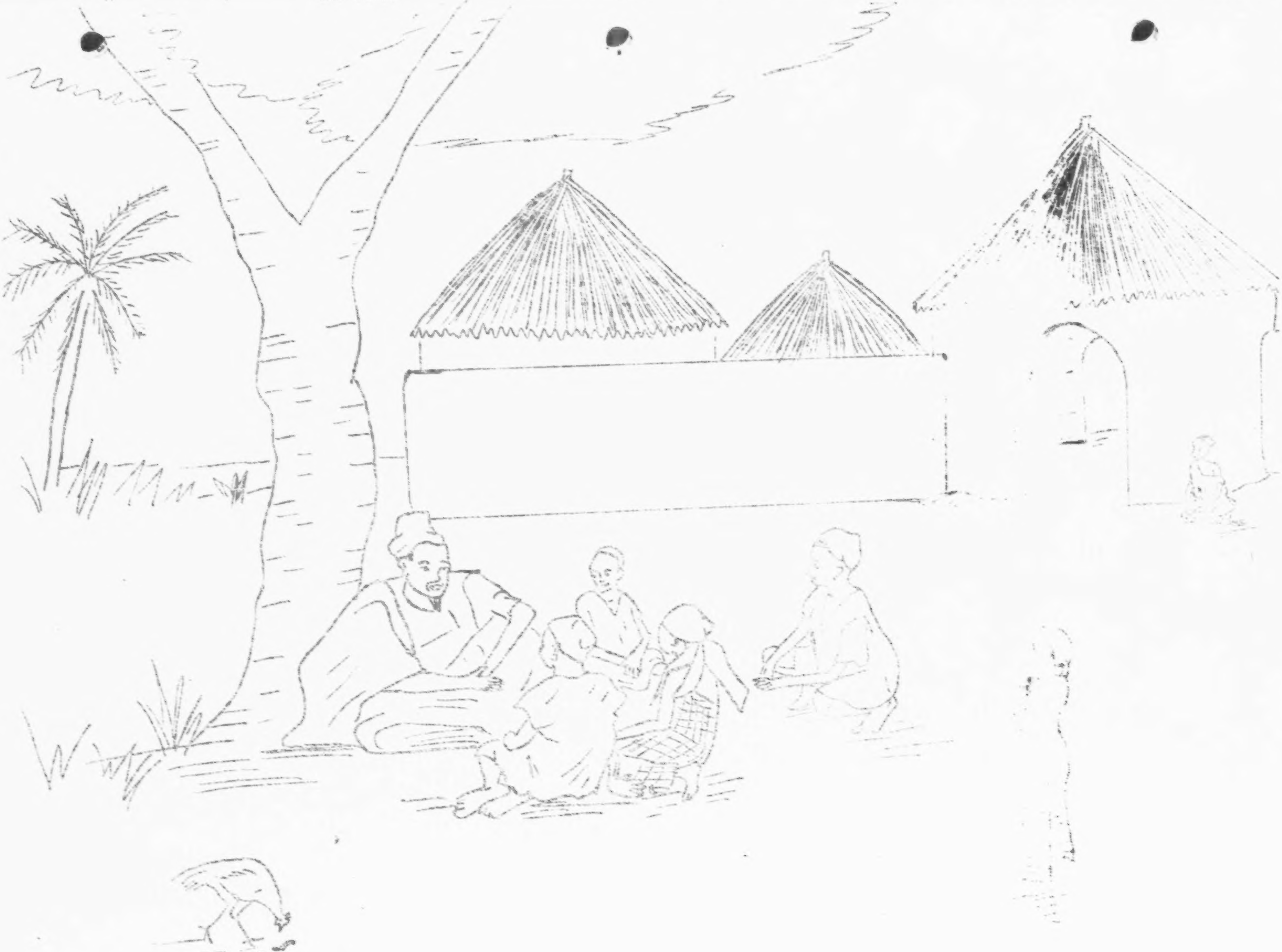


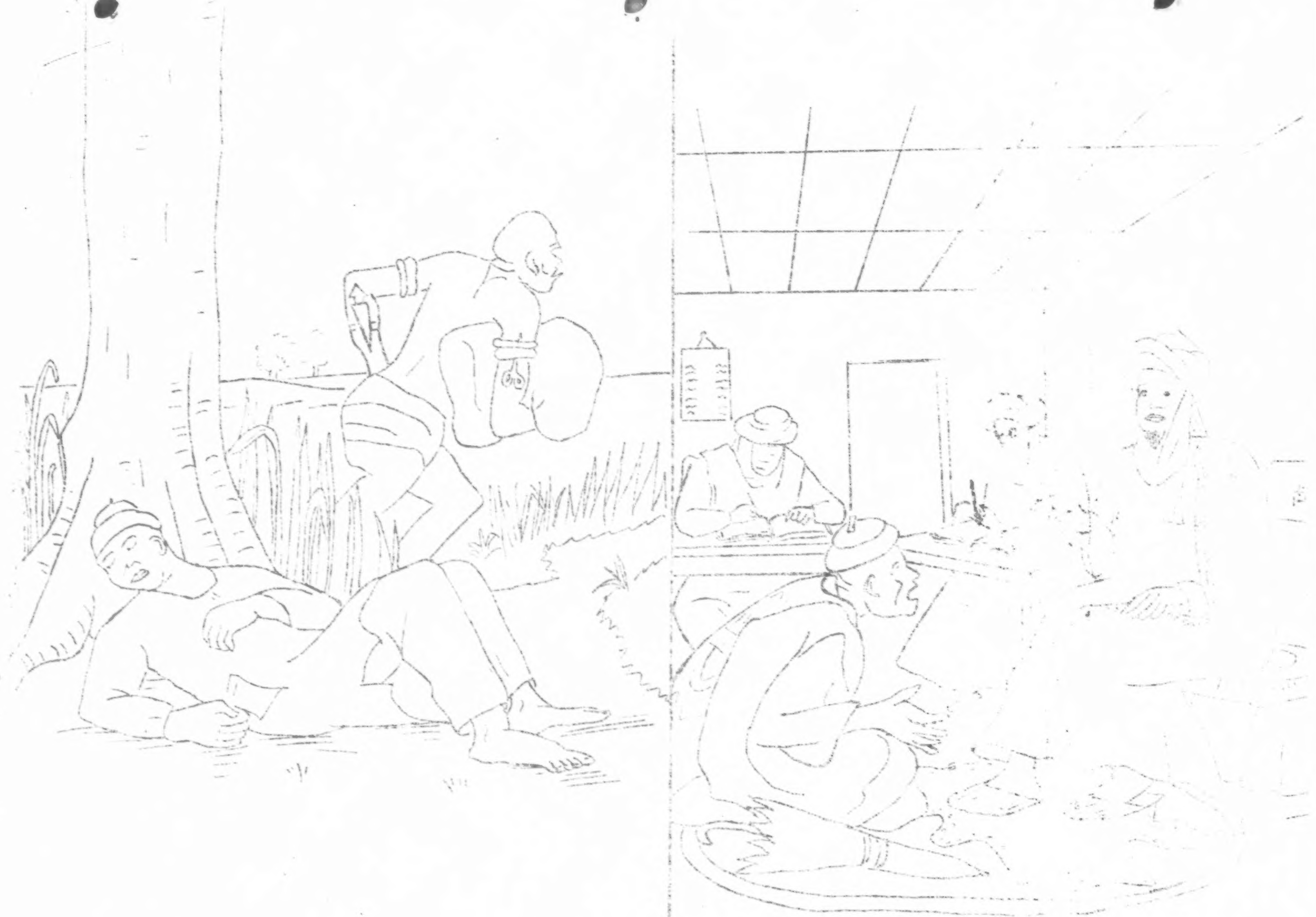


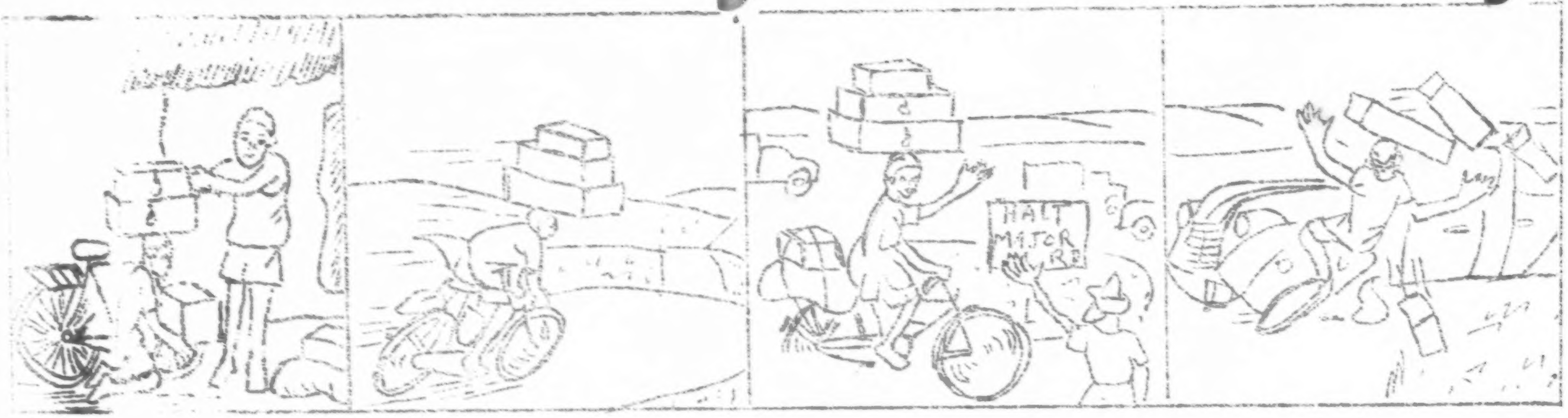








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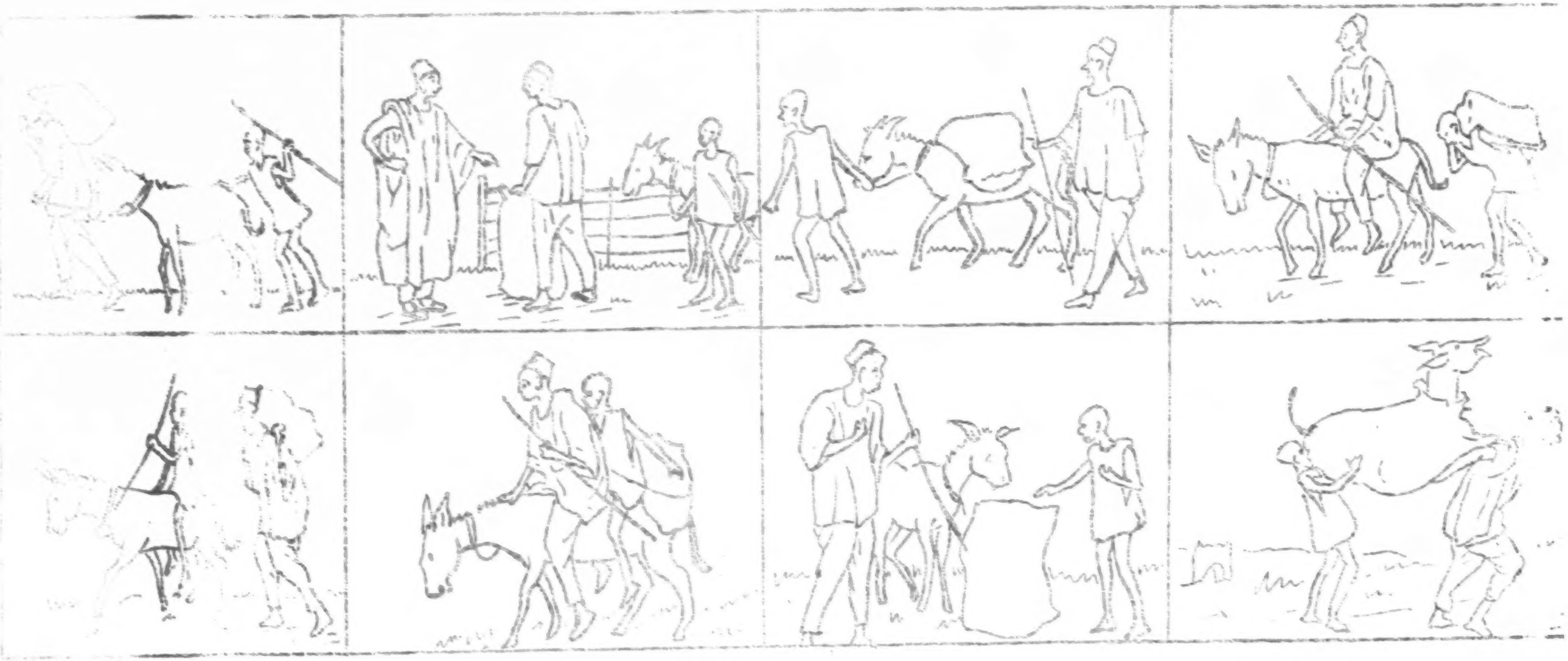

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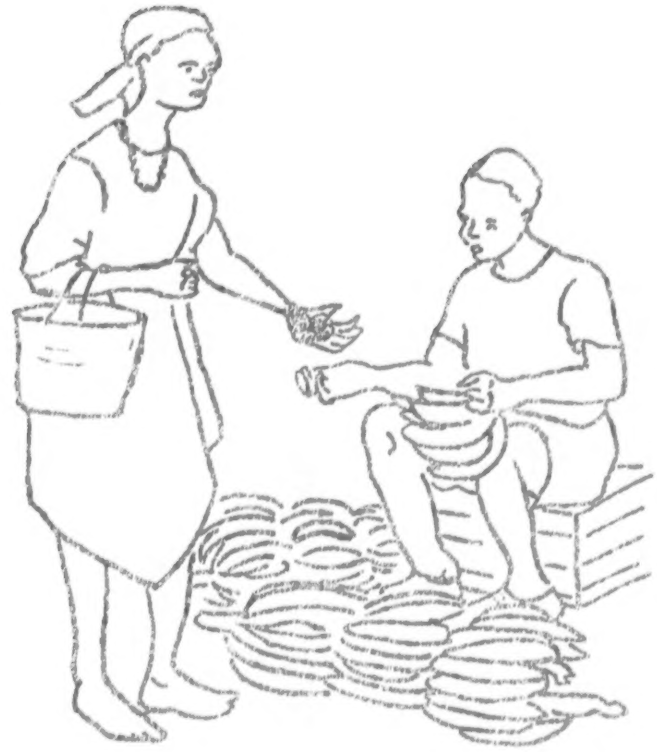

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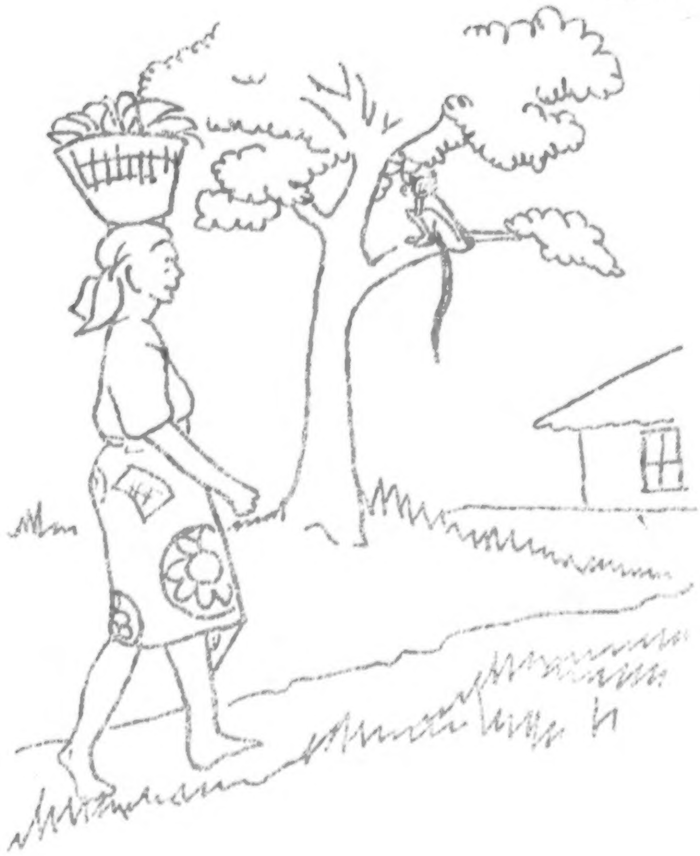

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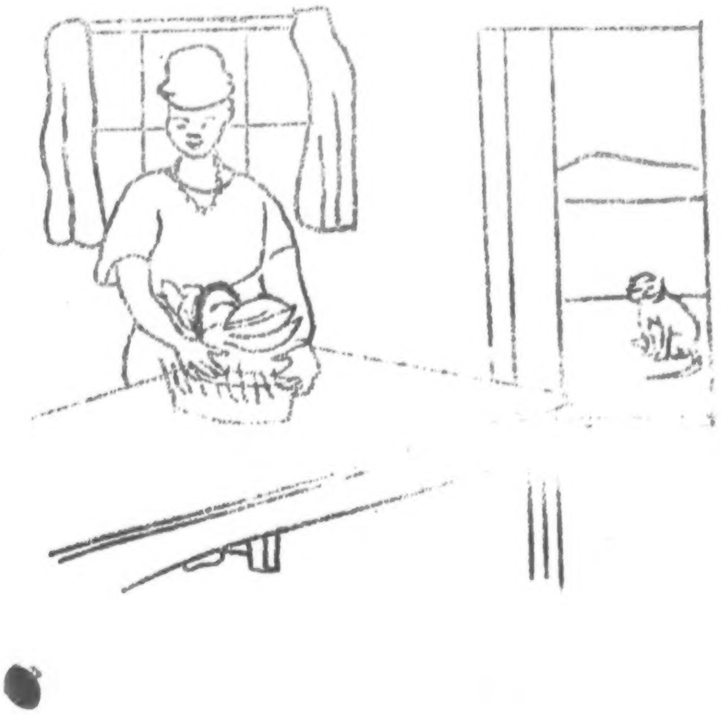

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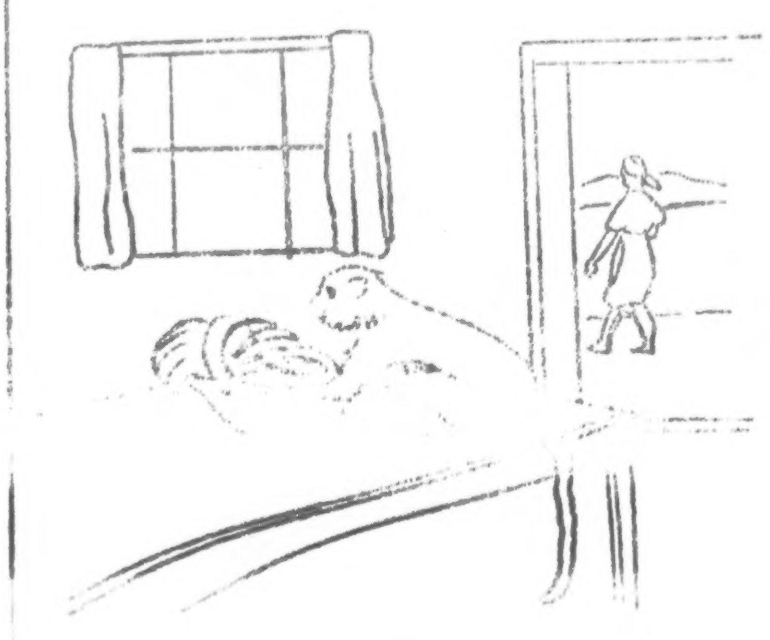

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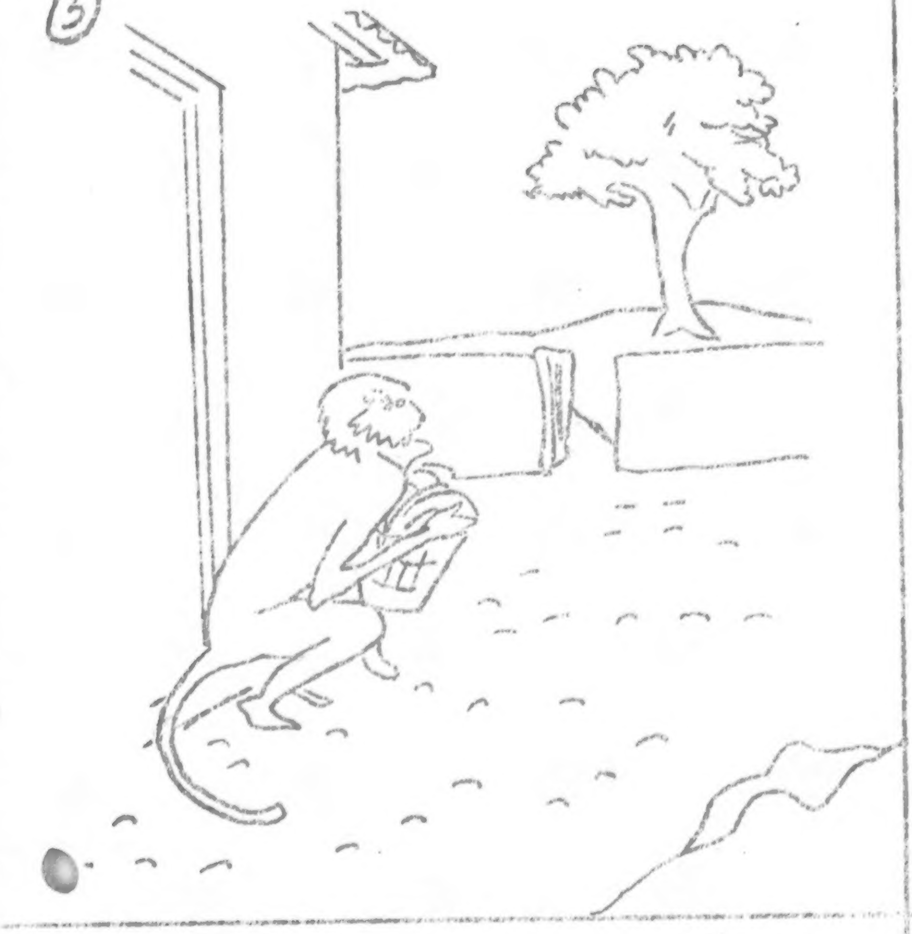

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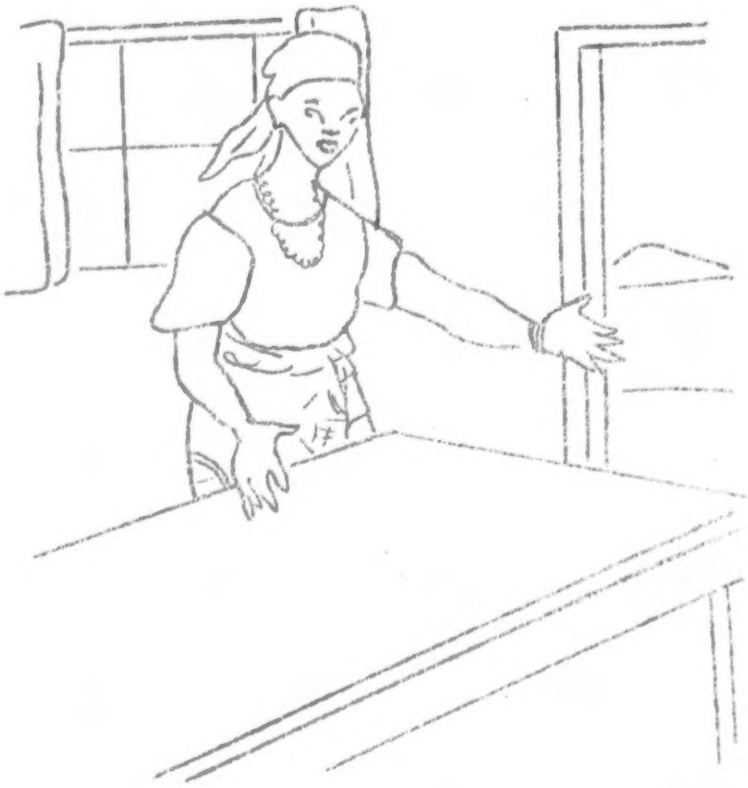

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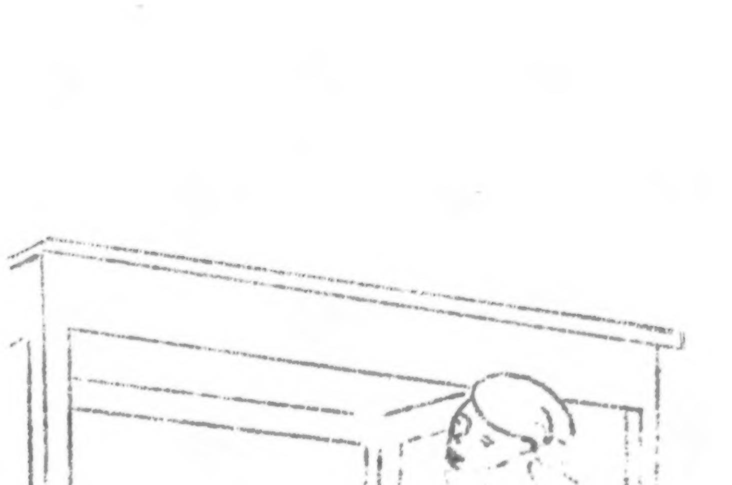

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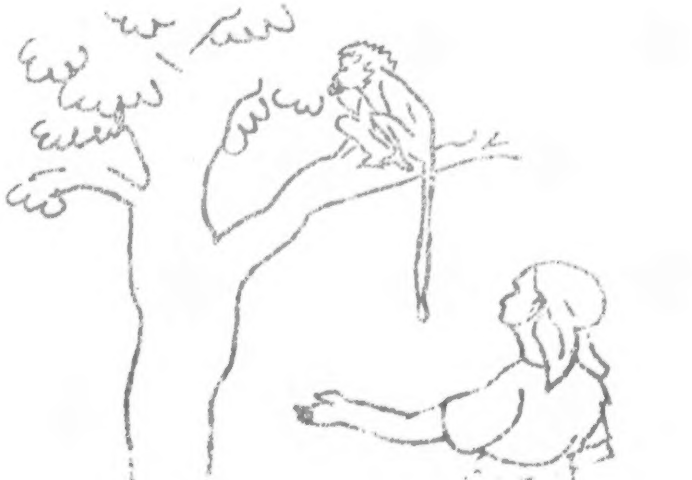

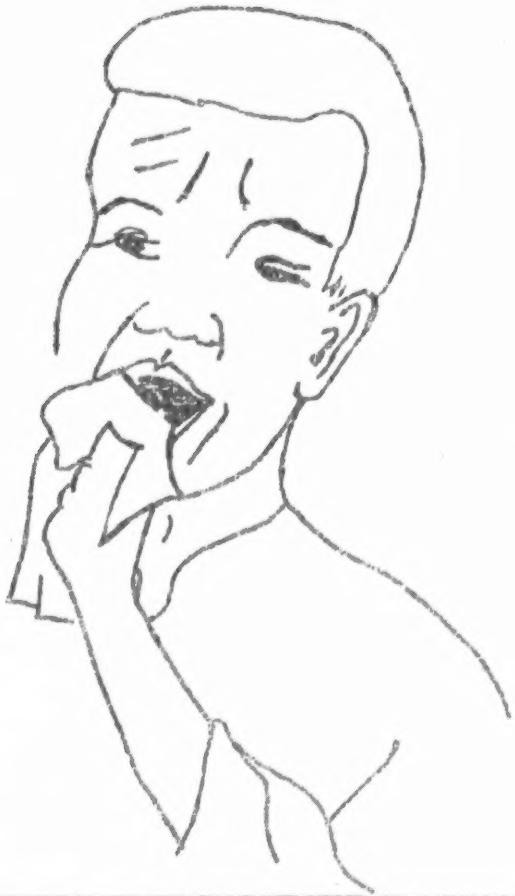

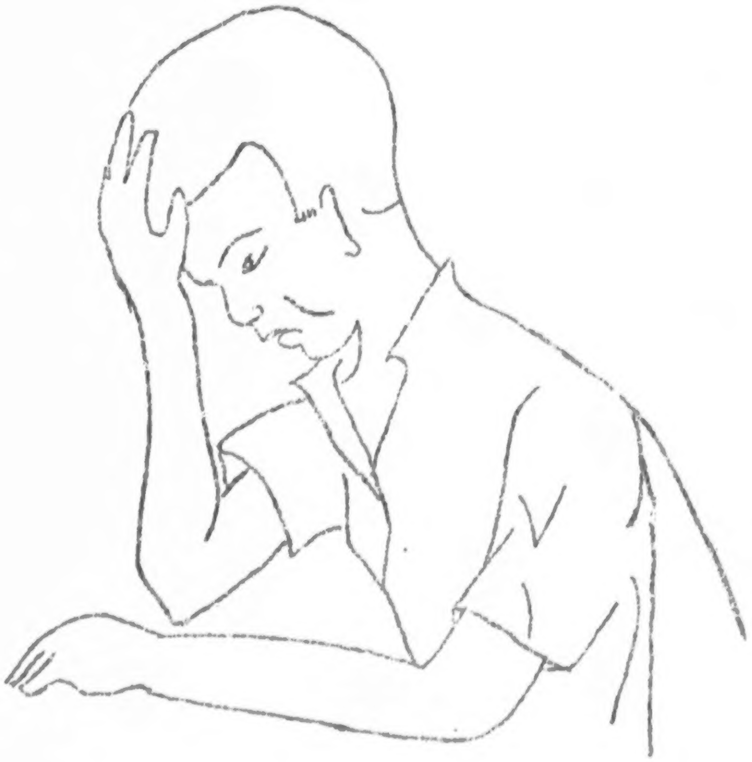

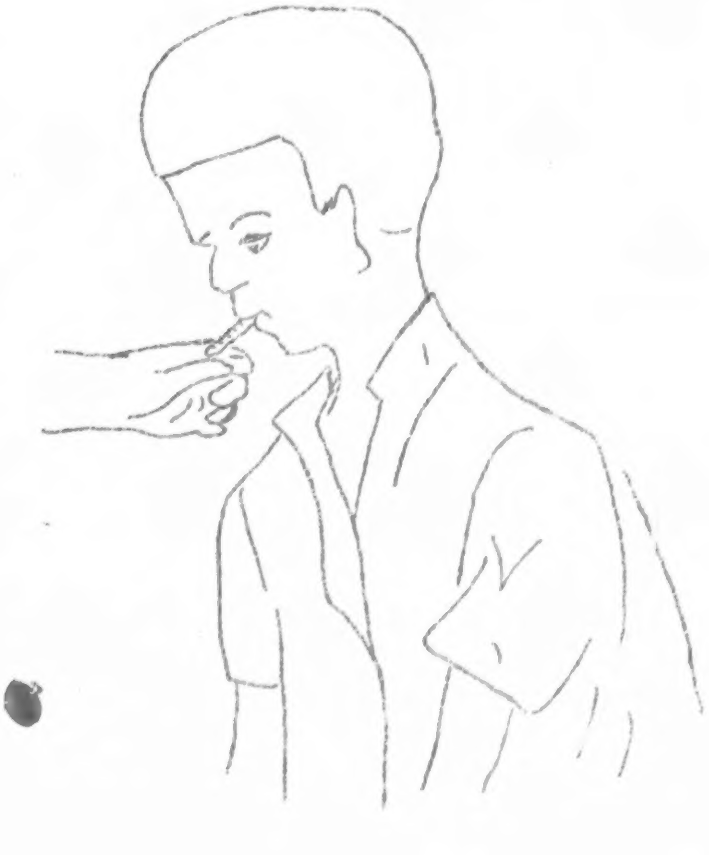

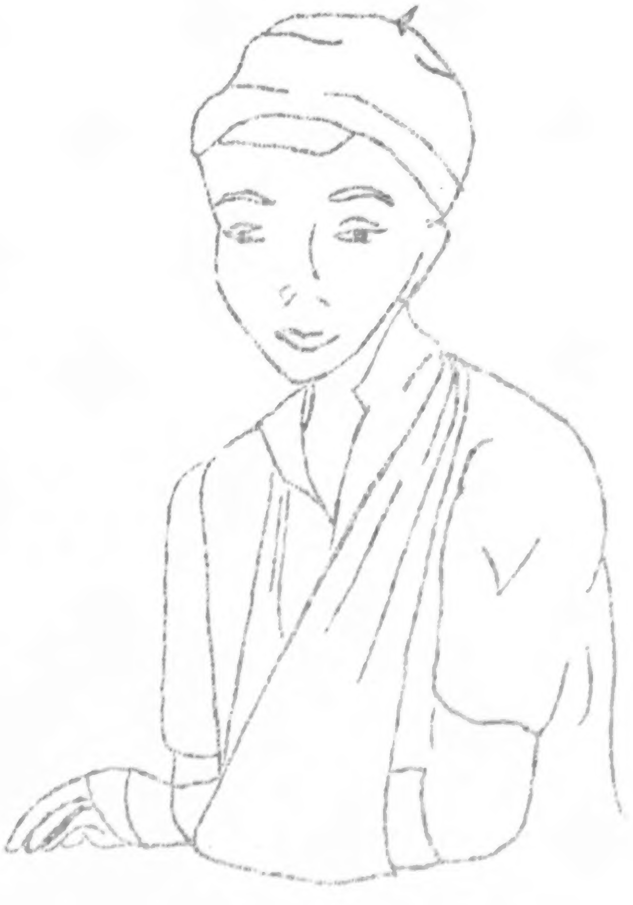

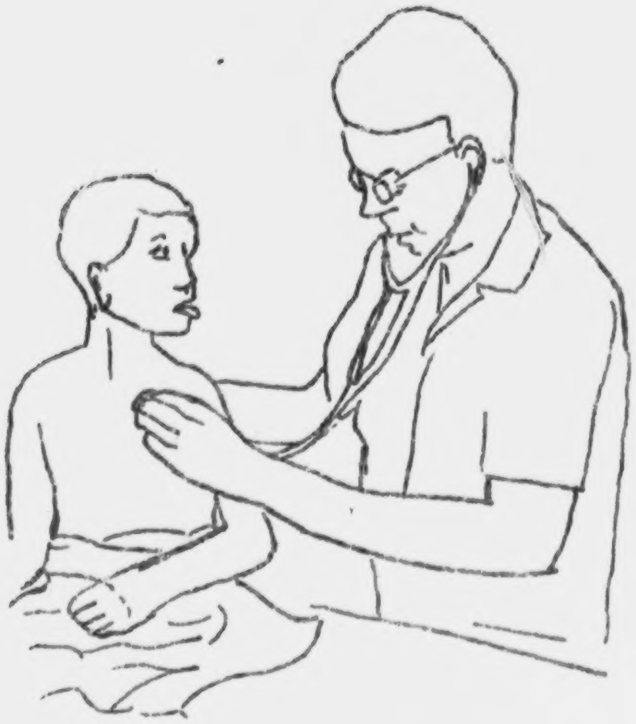

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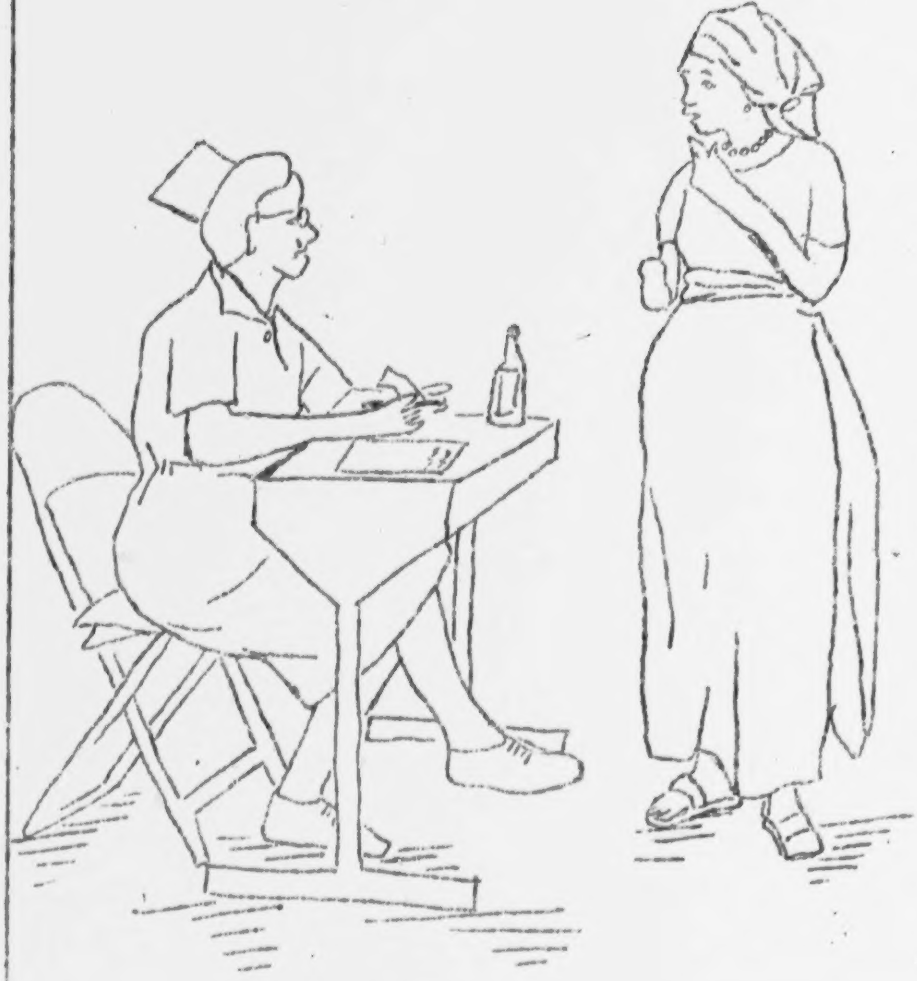
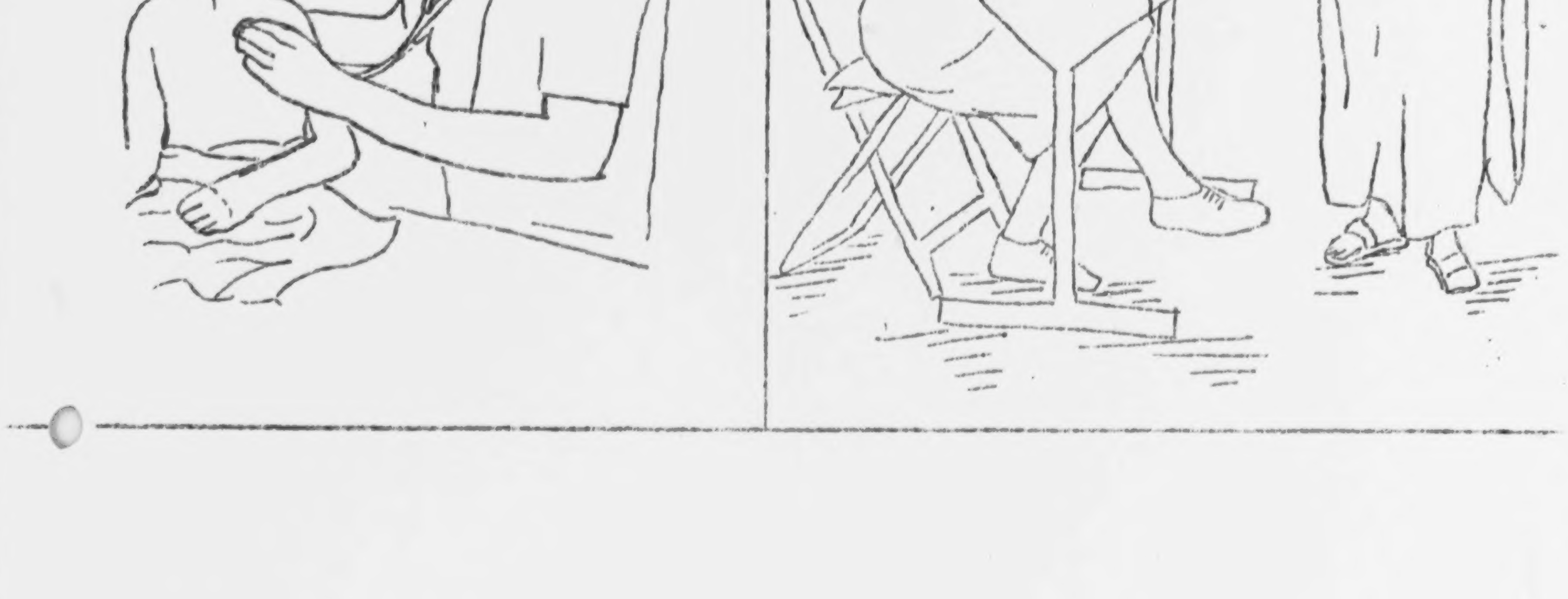
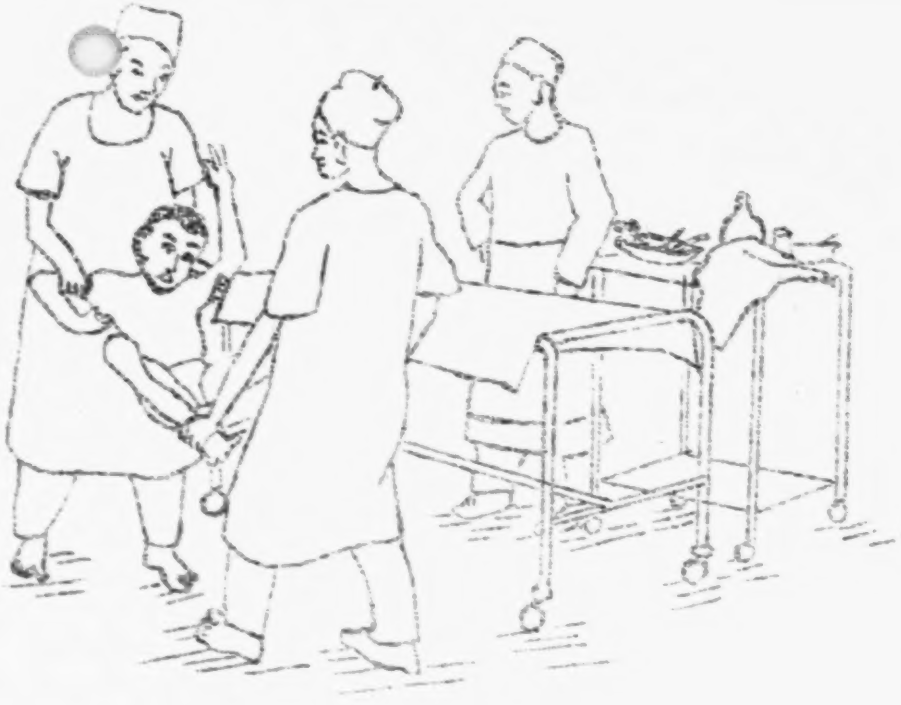
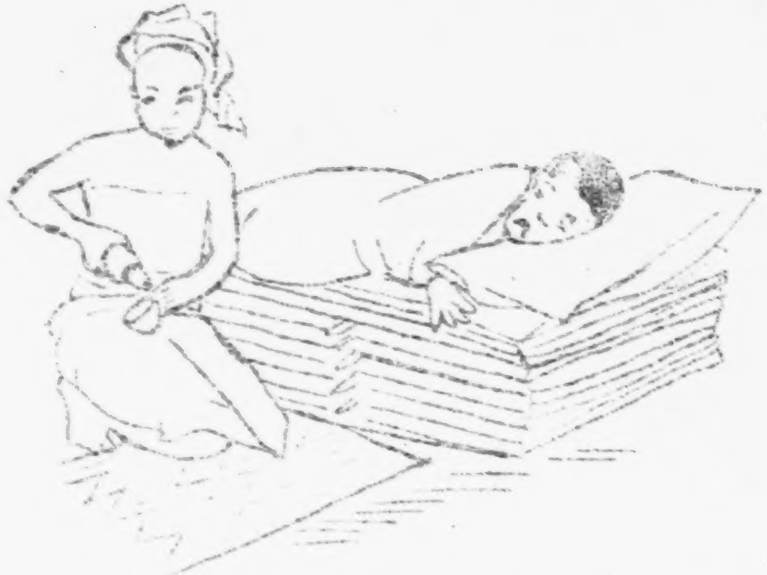
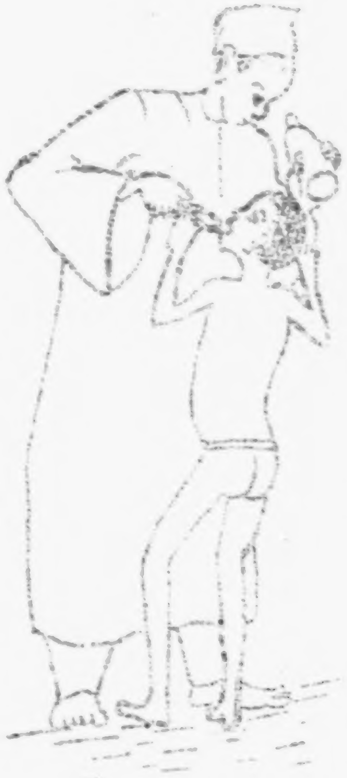
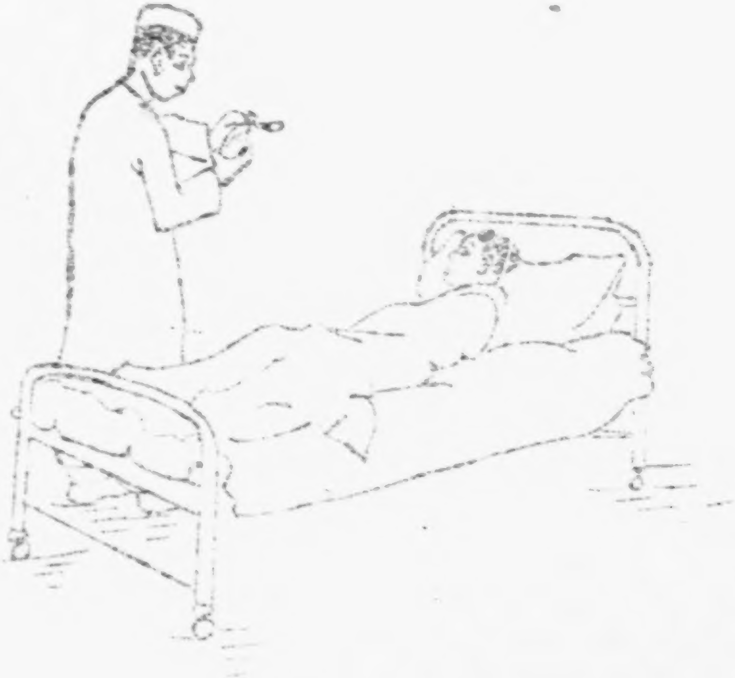


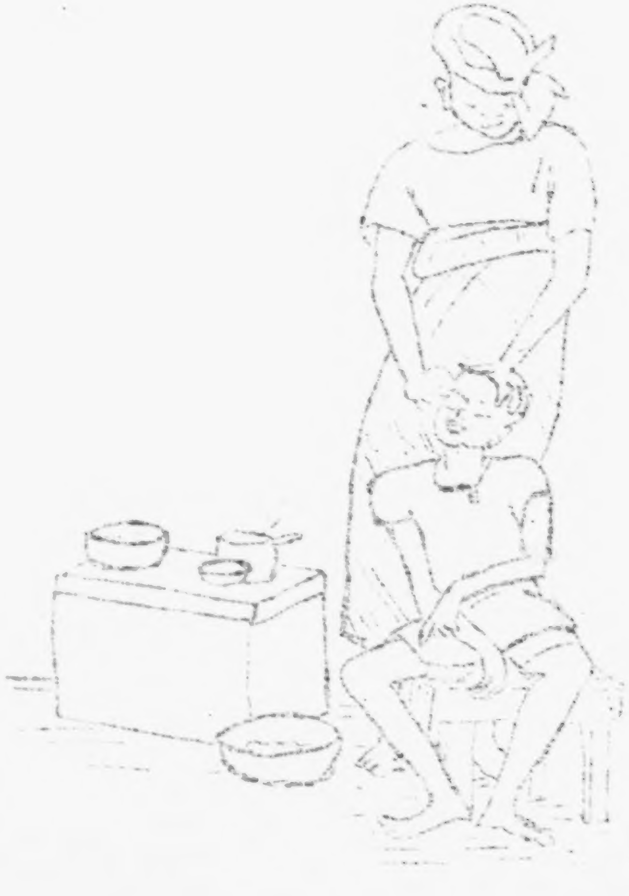






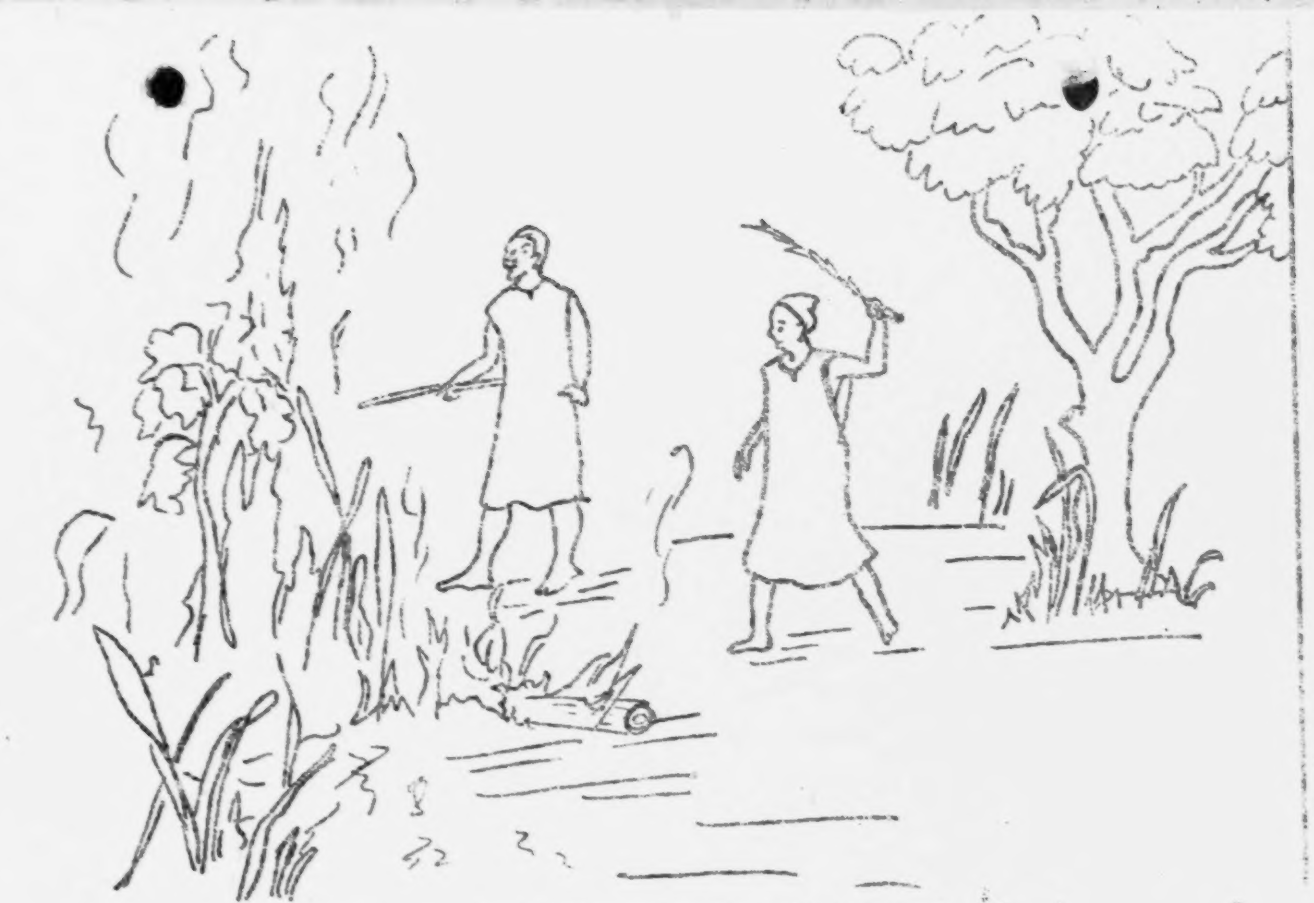


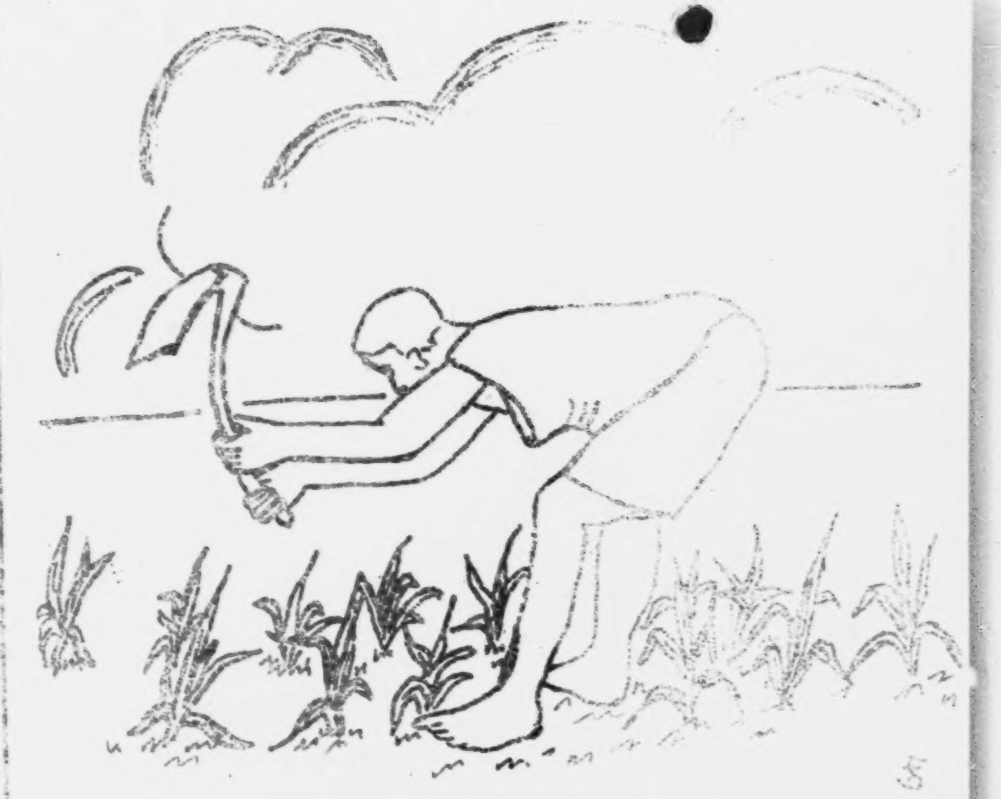


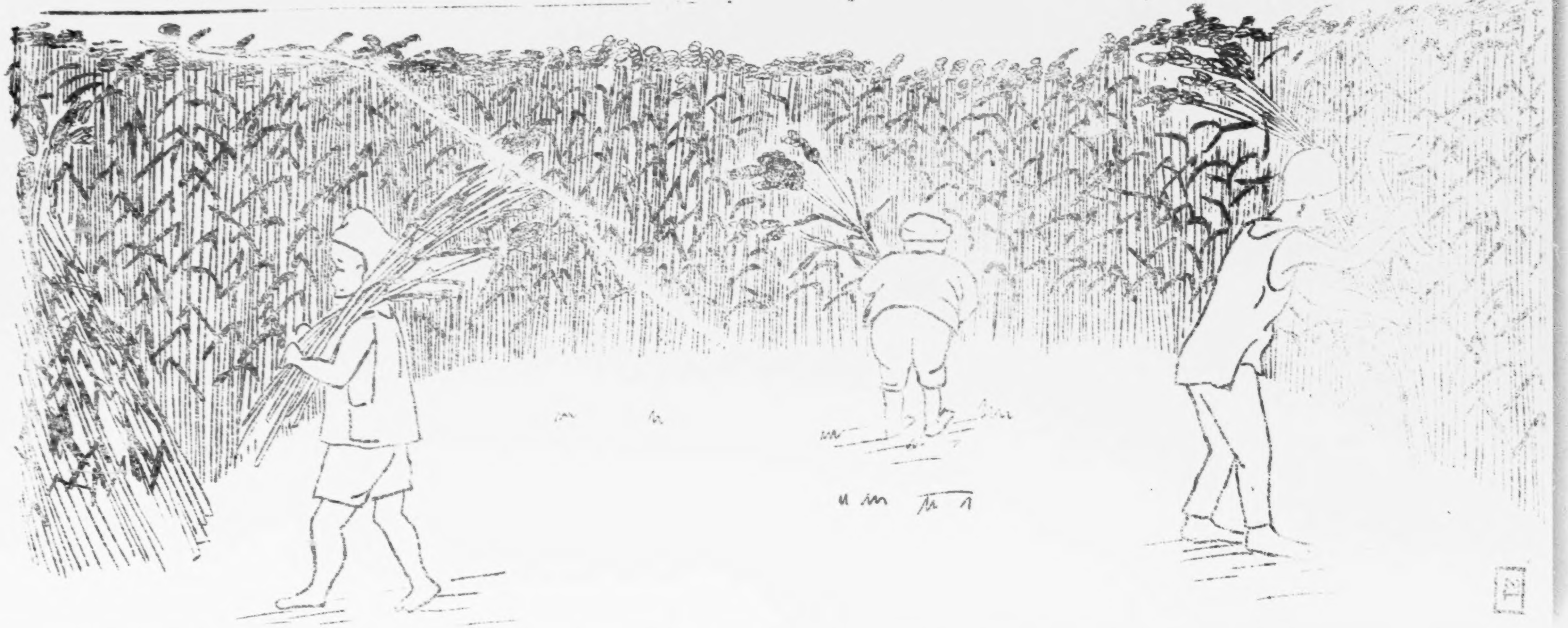


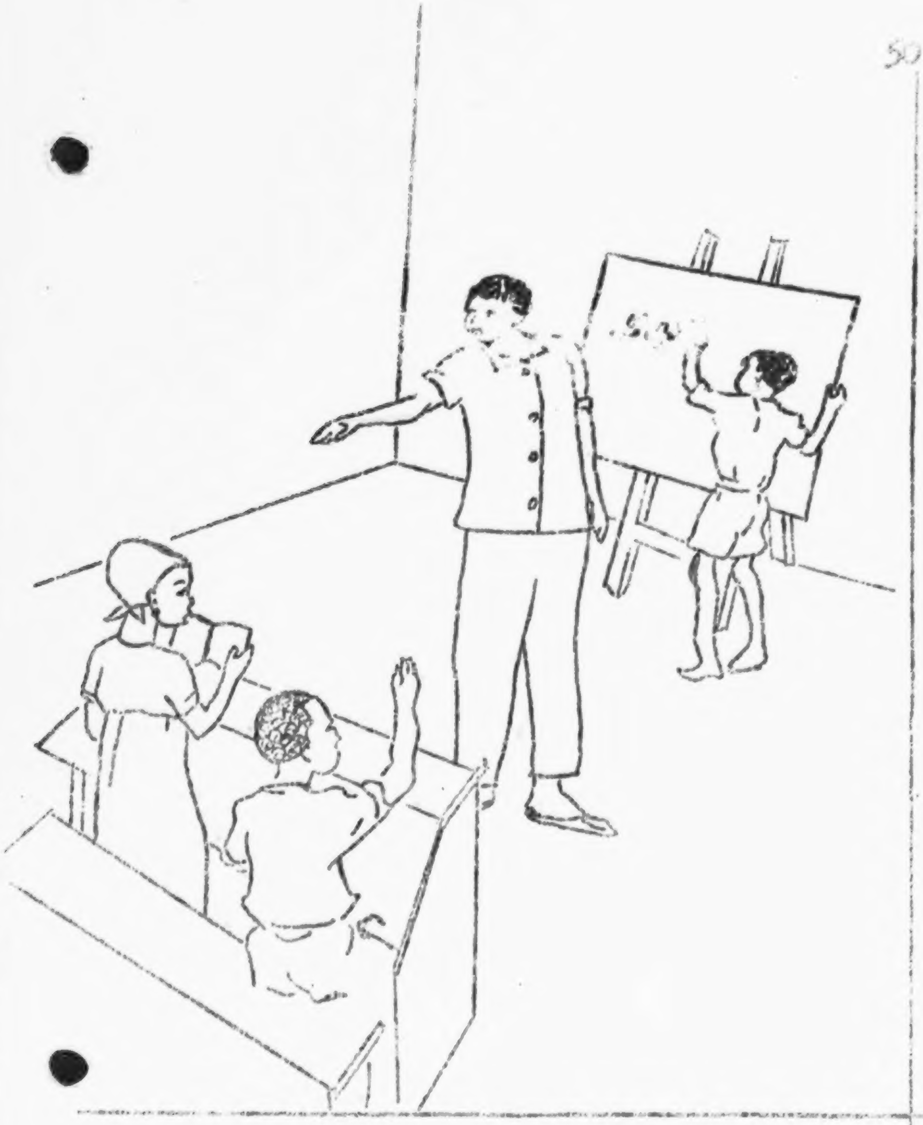
SUPPLEMENTARY VOCABULARY NO. 4

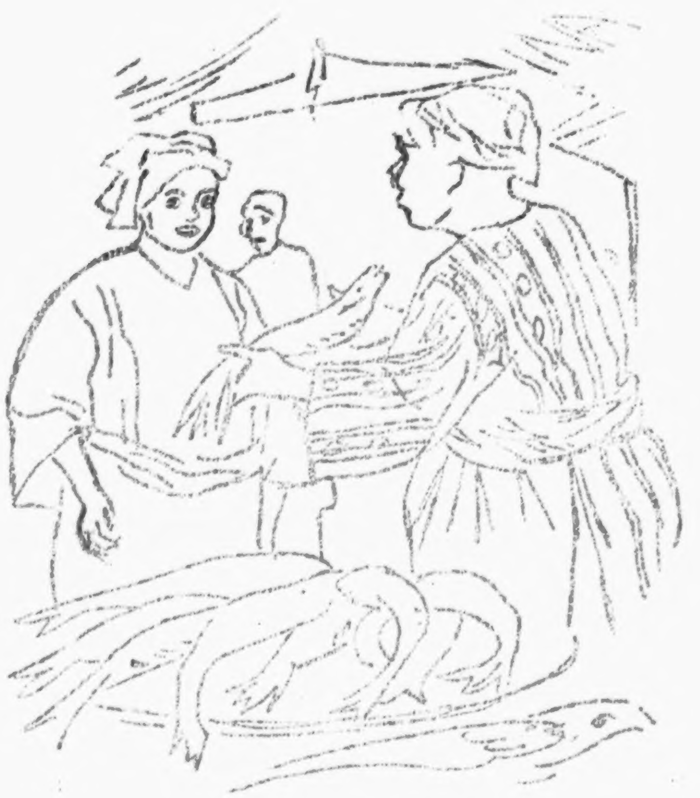
ɓatā̀	V	become lost
ɓōyḕ	V	hide (something), hide (oneself)
ganyē (pl. ganyā̀yē)		leaf
gàrmā (f)		large type of hoe, plow
garwā (f) (pl. garḕwanī)		kerosene tin
gōyō (pl. gōyàyyakī)		thing (especially small child) carried on the back
jirgī (pl. jirā̀gē)		boat, vehicle
murnā̀ (f)		gladness
râi (pl. rāyukā̀)		life
sā̀rā (i/ē)	V	fell a tree, chop wood, (snake) bite
sàuka	V	descend, arrive
saurī		quickness
taɓaryā (f) (pl. taɓā̀rē)		pestle
turmī (pl. turā̀mē)		mortar
wankḕ	V	wash a thing
wā̀sā (pl. wā̀sànī)		any playing, joking
wàsīƙà (f) (pl. wàsī̀ƙū)		letter
zama	V	becomes, is

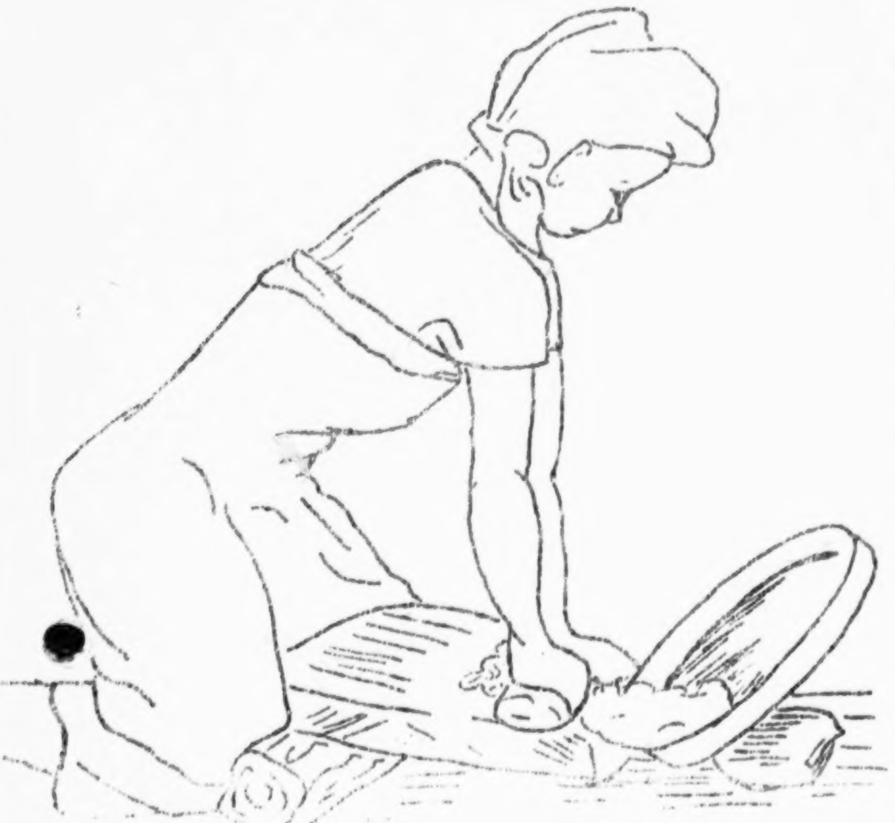


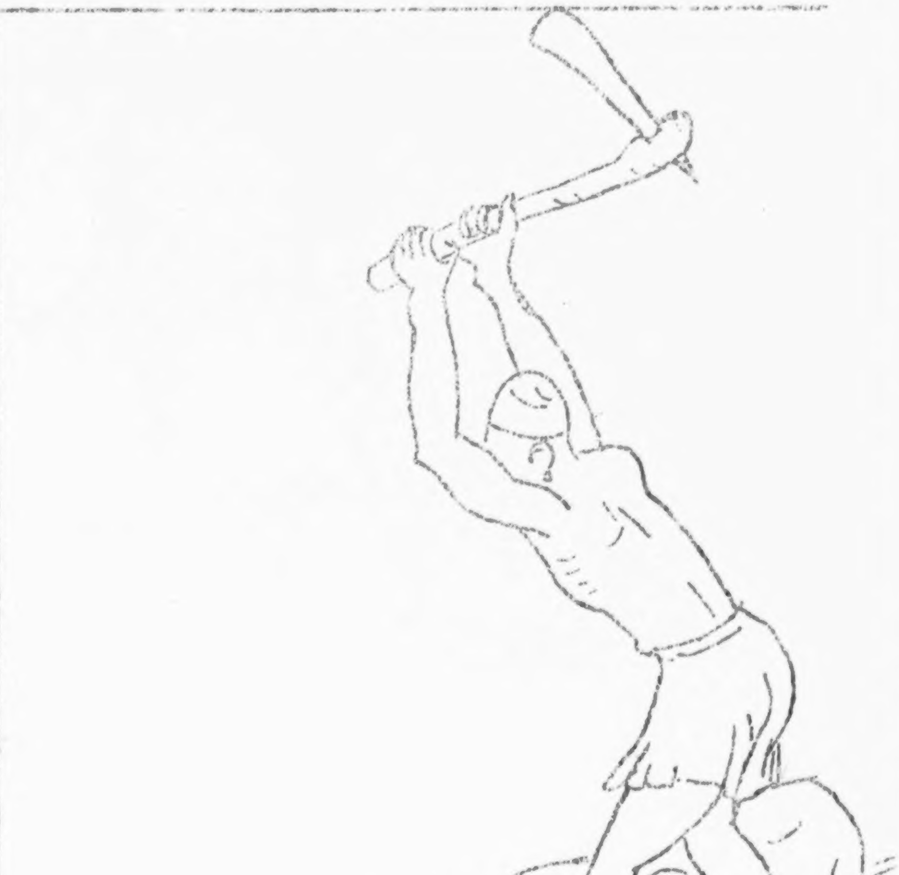












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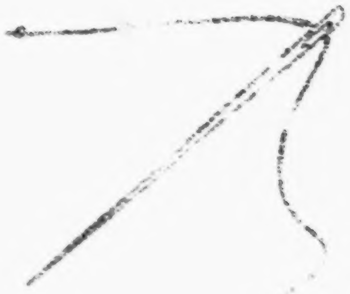
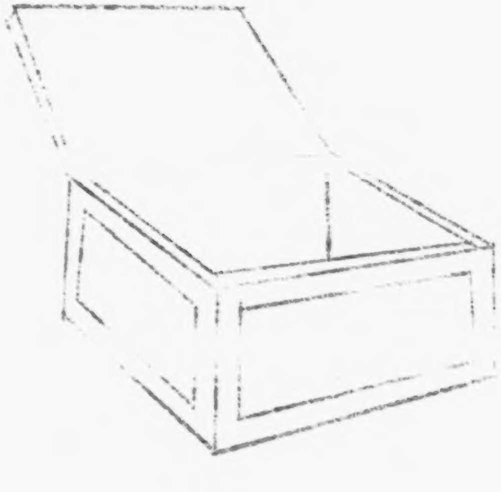
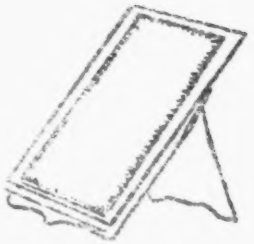
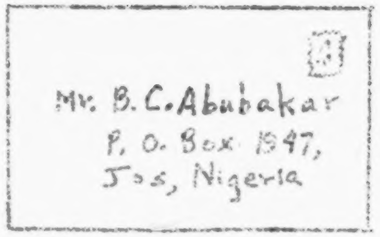
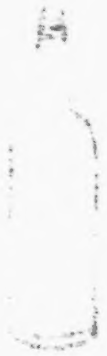
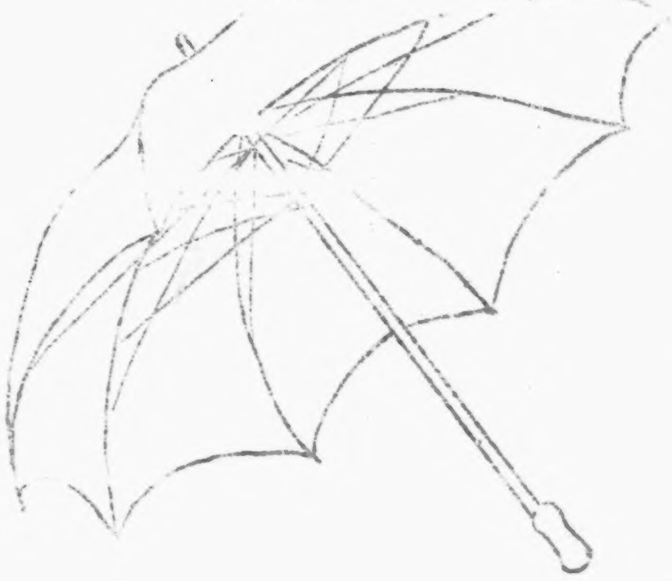


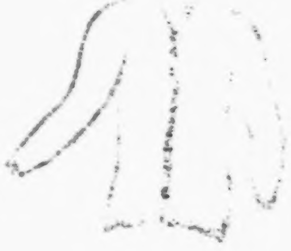


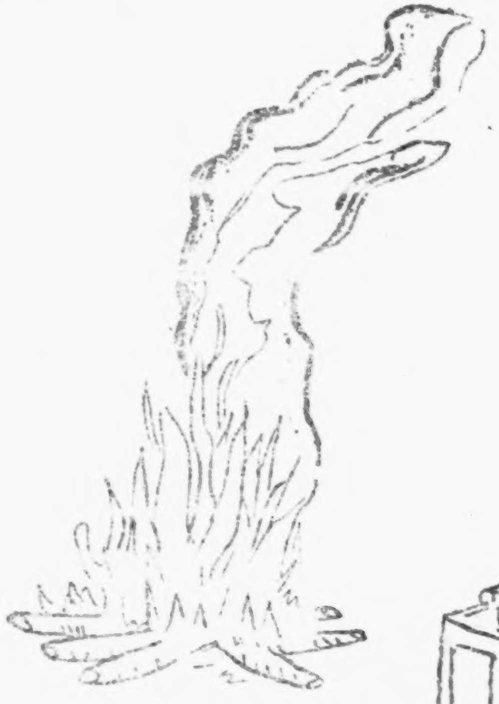


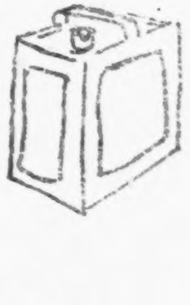

Mr. B. C. Abubakar
P. O. Box 1347,
Jos, Nigeria

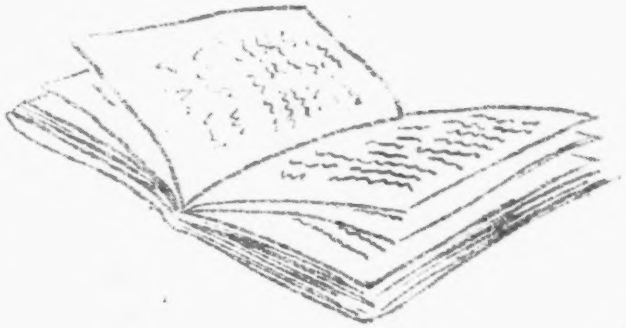


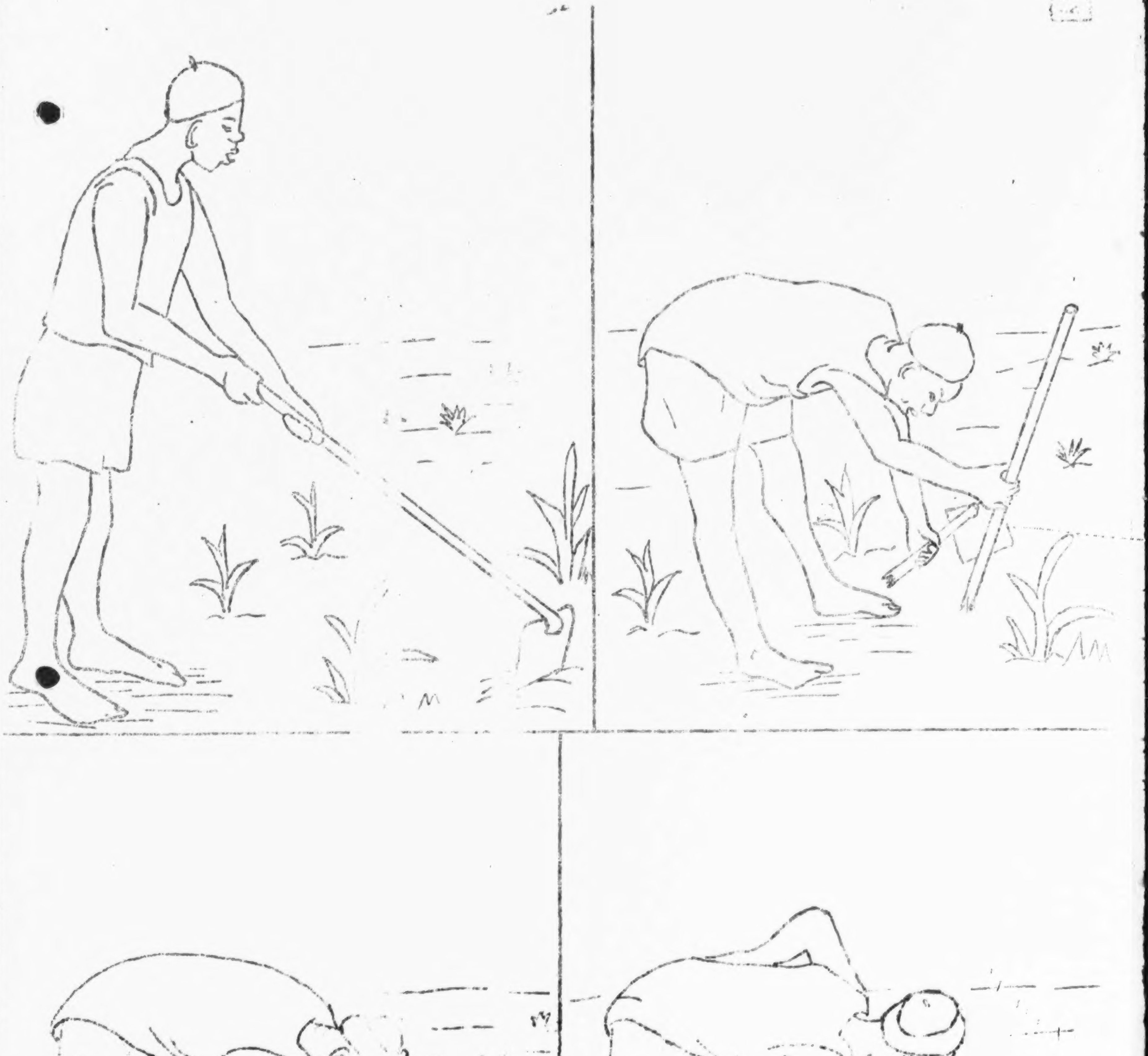


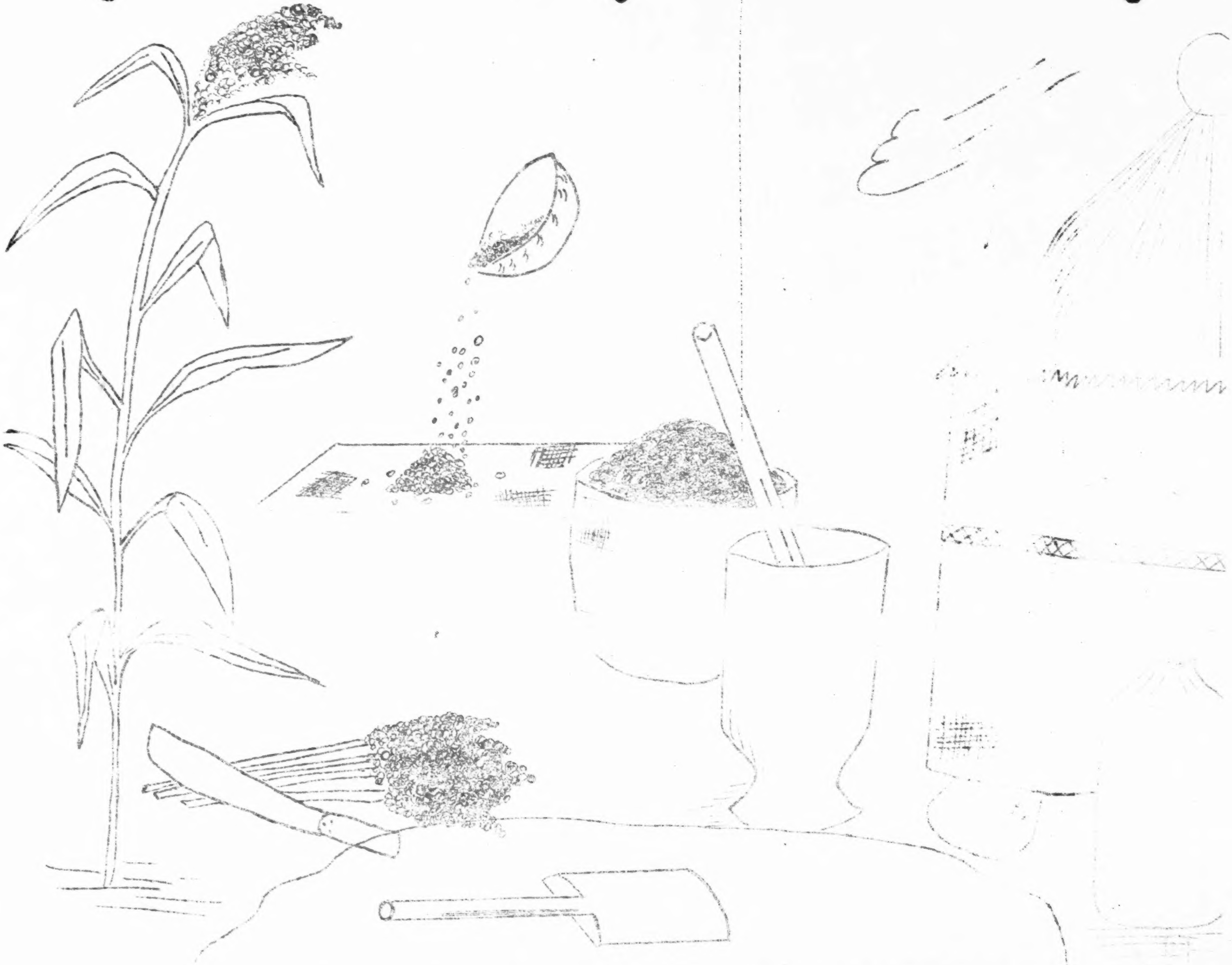


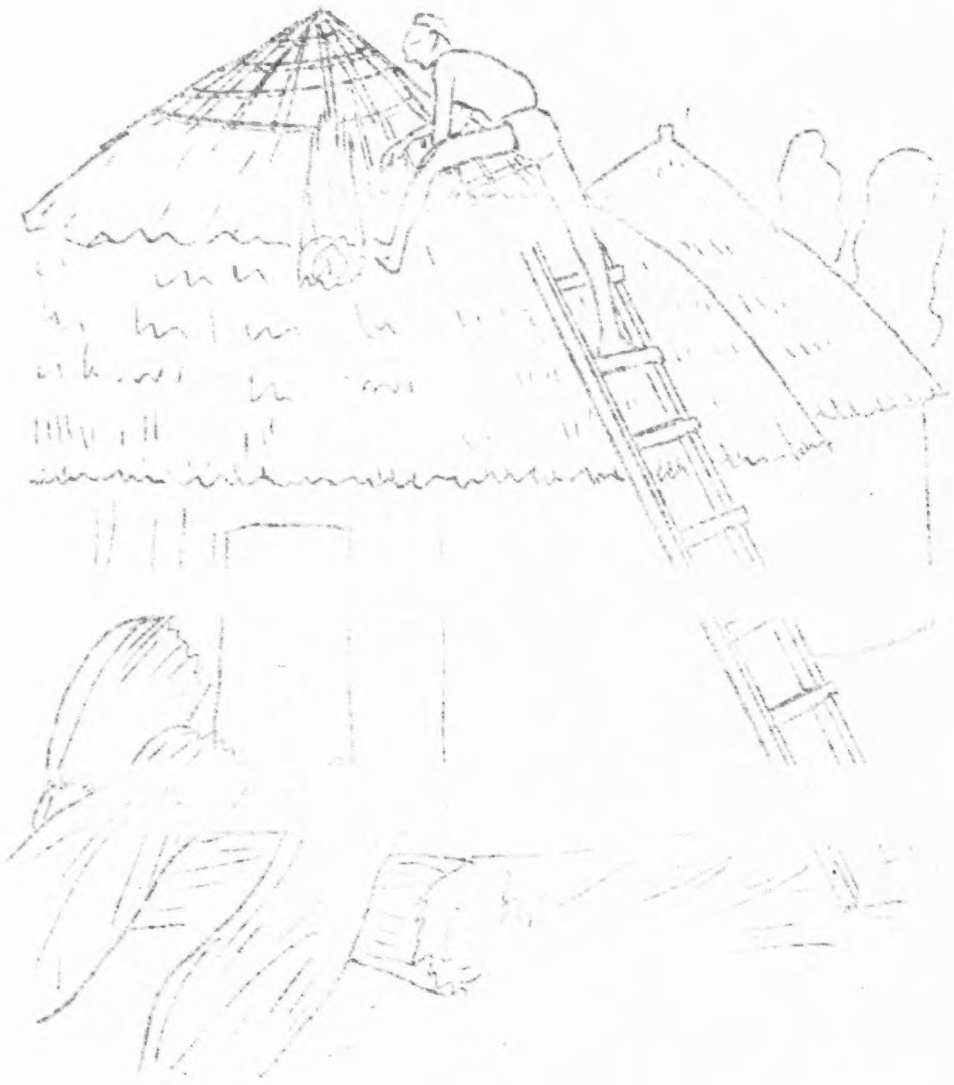


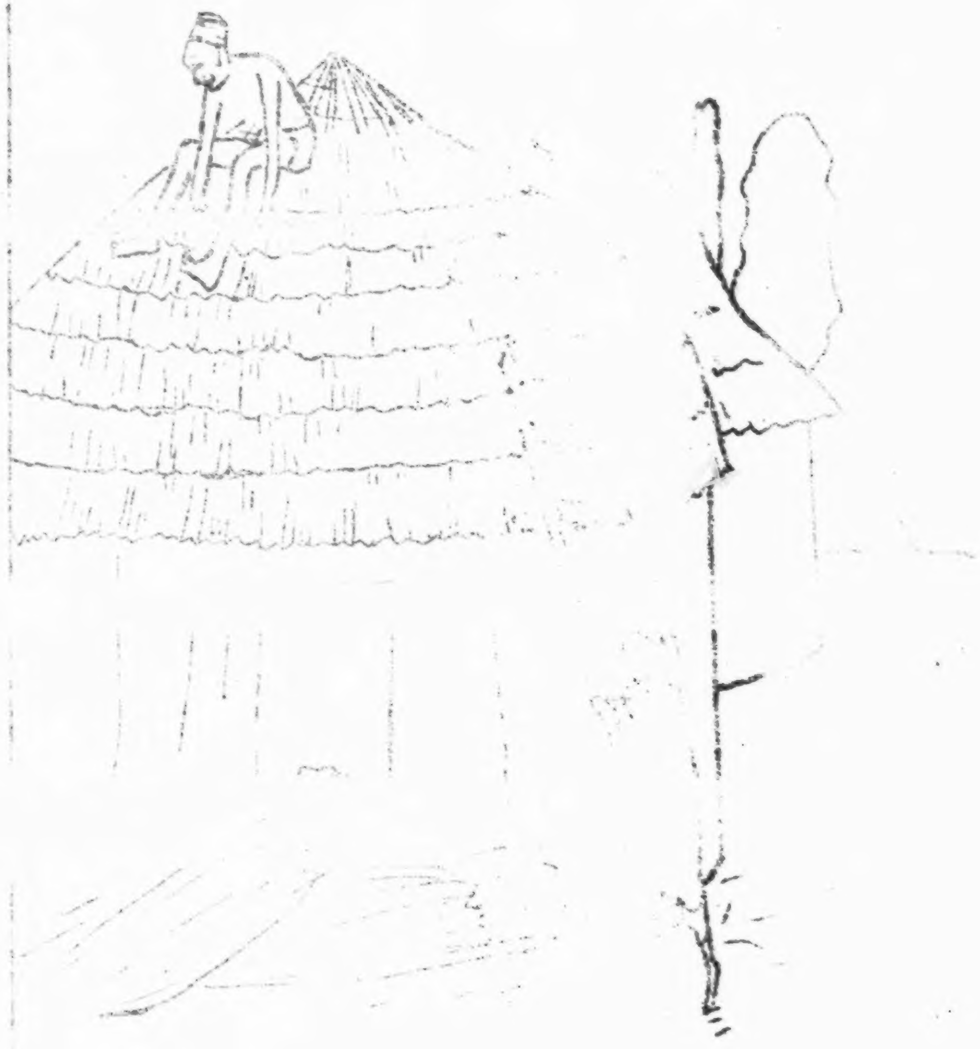


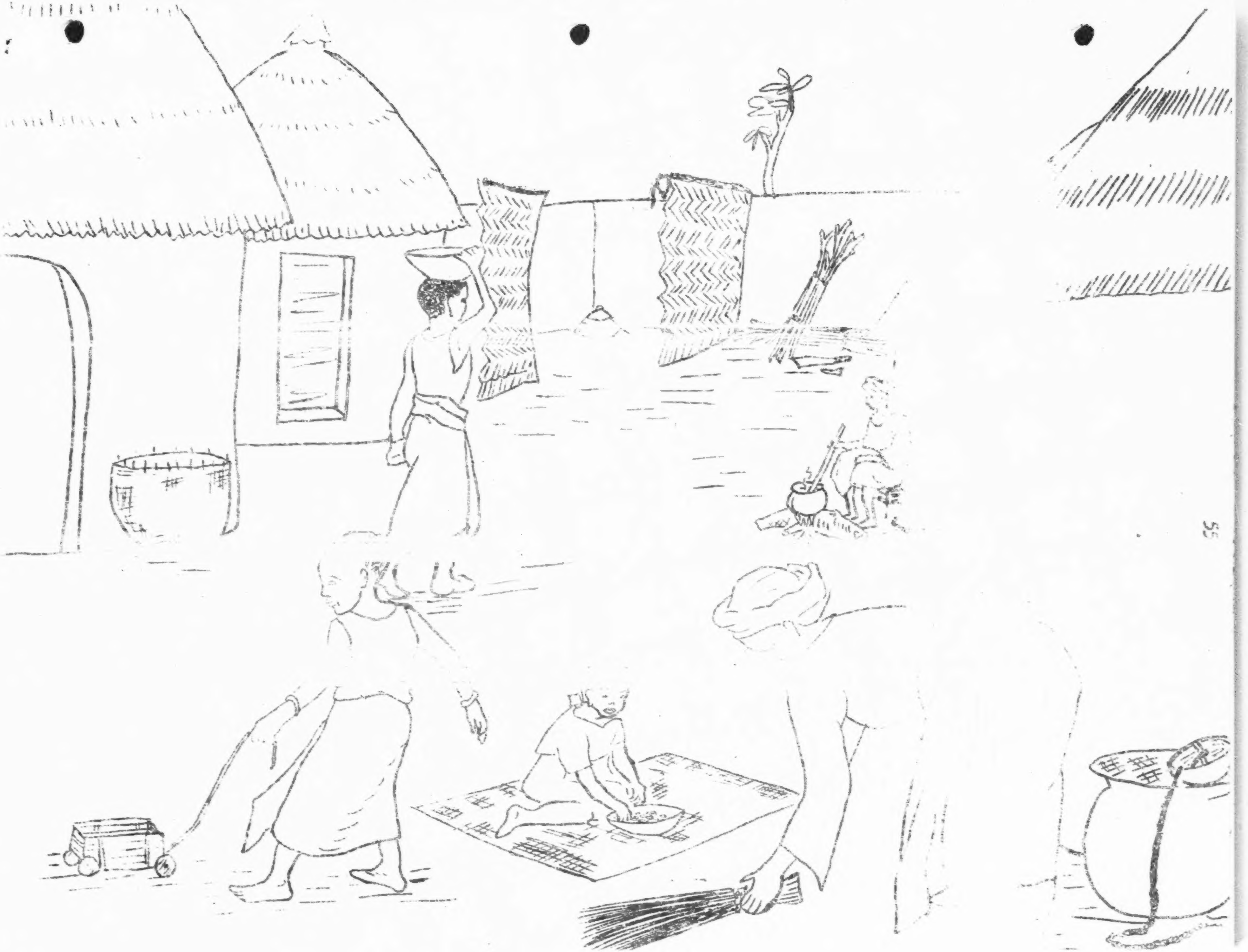


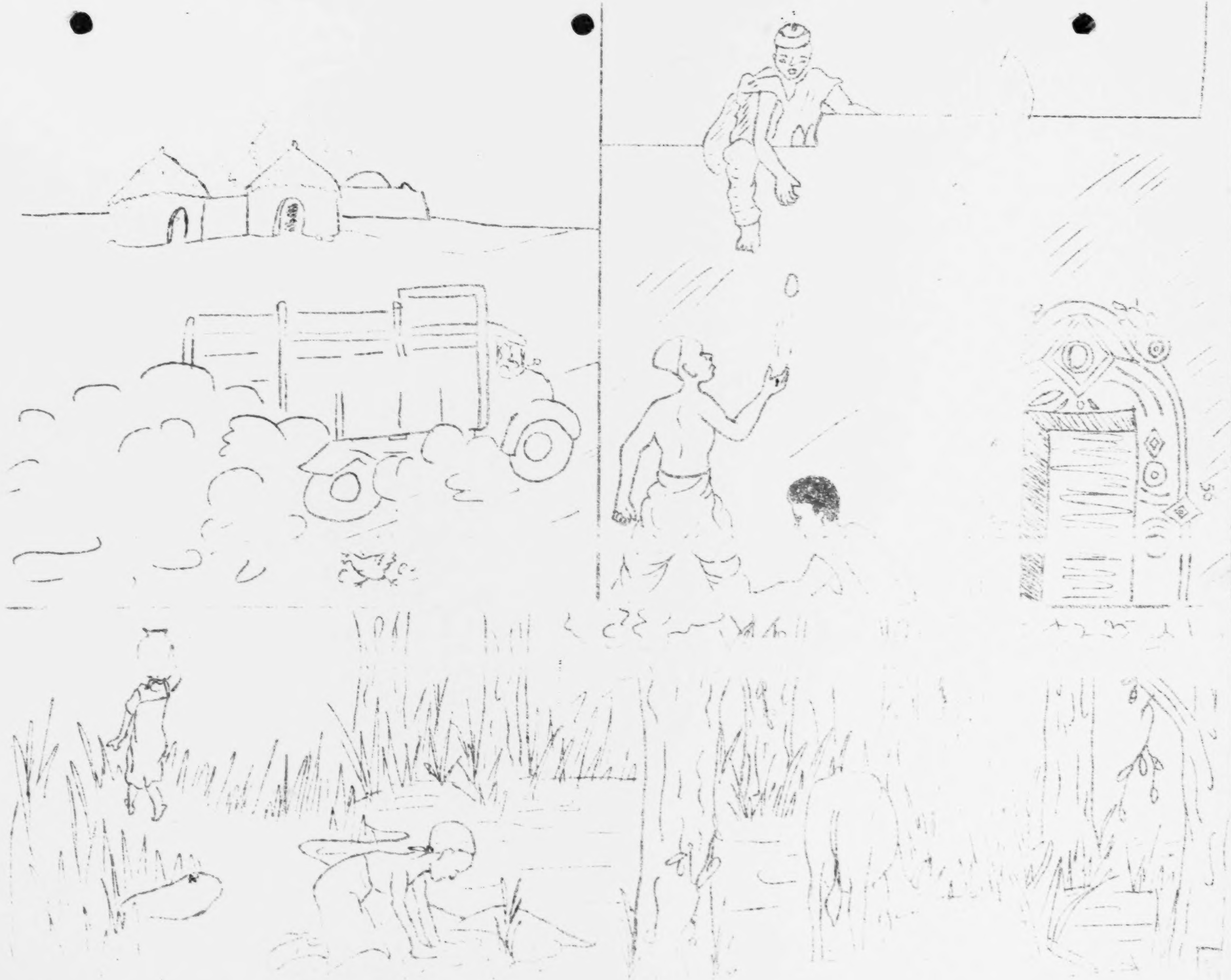


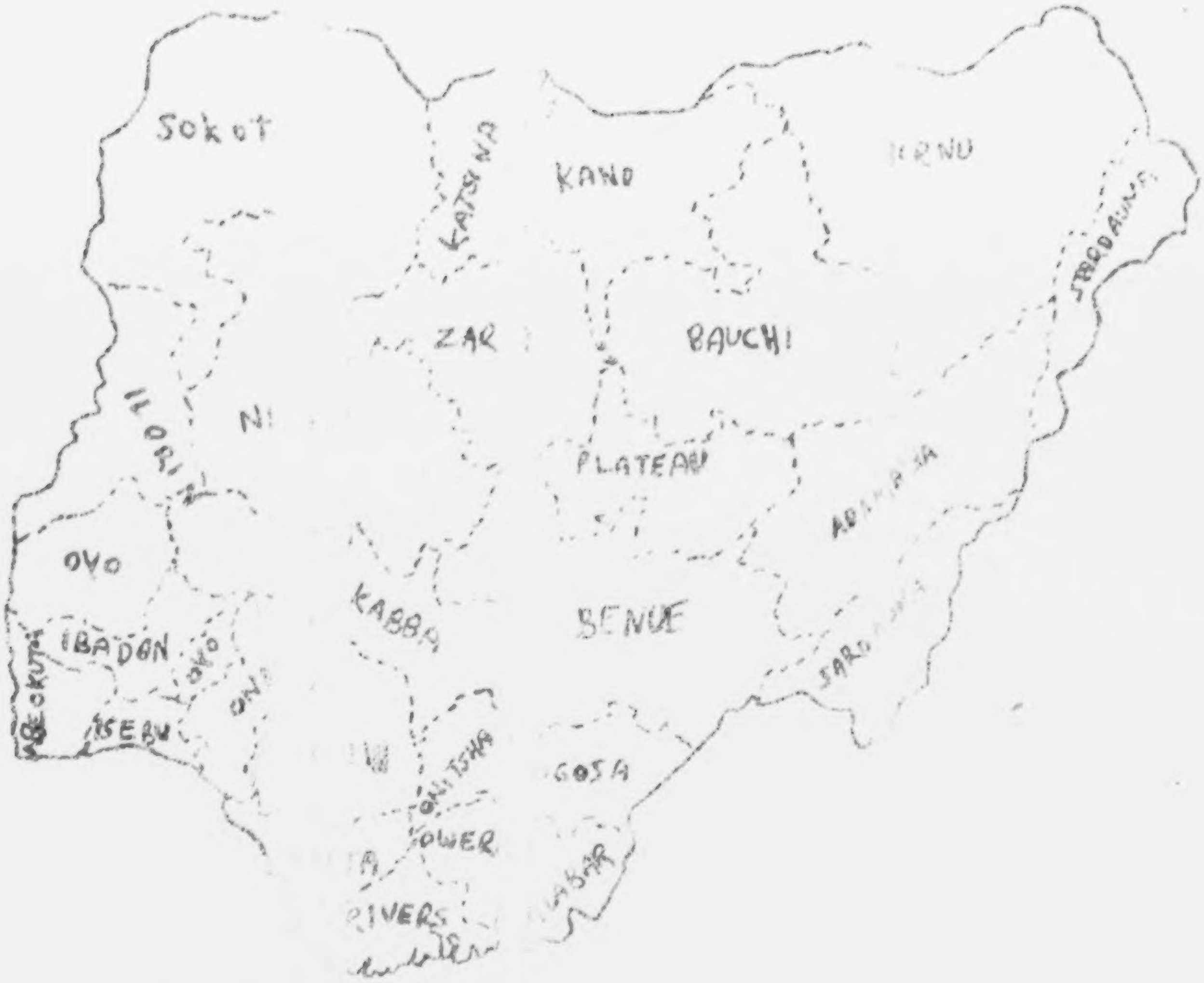








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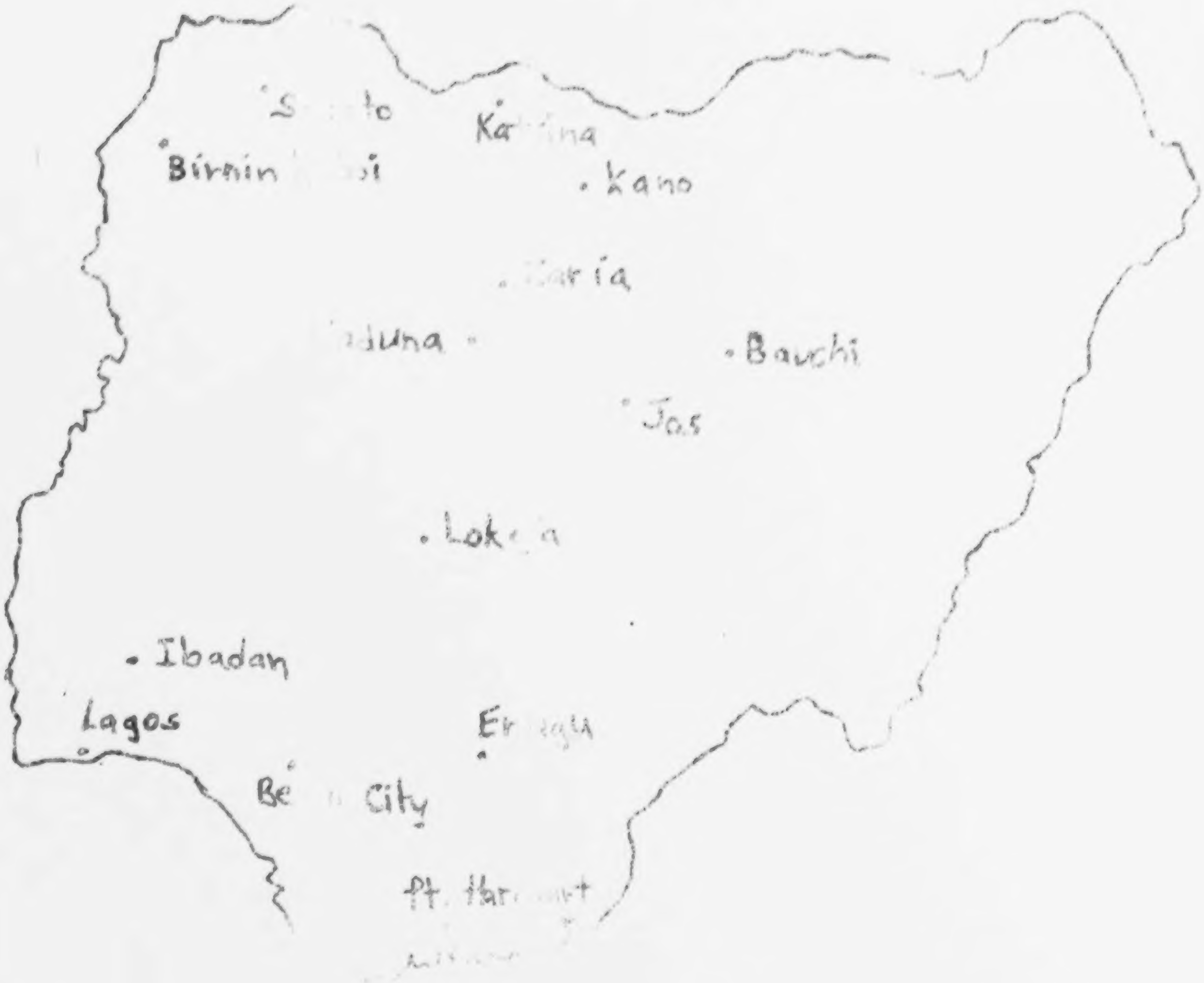
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SECTION II

SAMPLE TESTS

PRECEDING PAGE MISSING - 63-64

The following pages contain several sample written and oral tests administered at Michigan State University during the 1964-65 and 1965-66 school years as part of the Introductory Hausa course.

Each test includes an oral and a written section. The material covered in the written tests includes pronunciation, translation, vocabulary, and grammar. The oral tests include translation into English, responding in Hausa to questions asked in the language, and understanding dialogs and fables. All tests are cumulative, though each has a focus on a particular group of lessons.

The numbers on the upper right hand corner of each page indicate the lessons on which each test is intended to focus.

SAMPLE TEST I

I. Give the Hausa forms for the following words:

1. doorway
2. teacher
3. student
4. excuse, pardon
5. easiness, ease
6. hair
7. tiredness
8. tomorrow
9. chalk
10. mouth

II. Following are a list of nominals. Place two side by side in a meaningful way using the possessive link to show the relationship. List four nominal phrases and give a translation for each.
i.e. gōdiyar̃ Audu -- Audu's thanks

bangō

lâbārī̂

fuskā̂

lìttàttā̂fai

idō̂

kâi

gidā

Àliyù

aikī̂

fensìr̃

lōkàcī

ƙōfā̂

III. Translate the following sentences into Hausa.

1. She greeted you.
2. Here is a chair.
3. They didn't know him.
4. We went home
5. I didn't bring it.

SAMPLE TEST II

I. Write the tone only for the dictated words.*

1.	fàhimtā̂	6.	ilìmī
2.	likitā̂	7.	fassarā̂
3.	dā̂riyā	8.	àljīhū
4.	mā̂làmai	9.	gā̂lā̂là
5.	lālā̂cē	10.	lìttìnîn

II. Write the complete word as it is dictated.

1.	sarkī	6.	kàɗan
2.	mùtûm	7.	saurō
3.	tsūtsā̂	8.	dabbā̂
4.	yā̂rā	9.	ɓērā
5.	zā̂ƙī	10.	kwā̂ɗō

III. Give the Hausa for the following English words.

1. V carry, take
2. town
3. God
4. ink
5. goodness
6. ears
7. until, except
8. face
9. there
10. easiness, ease
11. pen
12. carefulness, good character
13. students
14. here is/are ________
15. with, and

IV. Translate the following into good Hausa.

1. They brought the book.
2. She came this morning.
3. We greeted them.
4. He didn't bring the pencil.
5. It is not his chair.

V. Choose two of the following to explain and give an example showing its use.

Possessive Link
Person-Aspect indicators
Completive Aspect
Non-Aspect Verbals

---

*The informant dictates words which the student has not yet learned.

SAMPLE TEST III

I. Write the tone pattern for each of the twenty words pronounced by the informant.

1.	hū̂lā	11.	bindigā̂
2.	sanī̂	12.	shū̂gàbā
3.	kē̂kē	13.	tāsōshī
4.	fīlī	14.	wa'àzī
5.	àkwai	15.	talàkā̂
6.	hanyā̂	16.	shigôwā
7.	mântā	17.	itā̂cē
8.	gàrī	18.	bùkātā̂
9.	àbù	19.	Jumma'à
10.	hūtū	20.	zūcìyā

II. Give the Hausa words for the following:

1. excuse me
2. work
3. student
4. until, except
5. chairs
6. leg
7. chalk
8. speak V
9. ease, easiness
10. news
11. wall
12. windows
13. time
14. where?
15. head

III. Grammar.

1. What is the possessive link and how is it used? Give examples in Hausa with English translation
2. Explain the difference between nē and cē and give examples of the use of each.
3. The pronunciation of /n/ varies predictably. Explain with examples.

IV. Translate into Hausa.

1. This is a window.
2. She brought news of the student.
3. It's not a table.
4. He came home.
5. We don't know him.
6. You (pl.) greeted us.
7. Here is your book.
8. Where is my pen?
9. I didn't go to town.
10. They spent the day there.

SAMPLE TEST IV

I. Written Section

A. Dictation -- write each complete word as the informant gives it.

1. ɗinkā̂
2. àddā
3. rawā
4. fādī̂
5. ƙyûyā
6. tsarkī
7. ƙarfē̂
8. tsā̂dā

B. Write the English translation for the Hausa utterances which the informant reads.

1. gā̂ gidan makō̂yī.
2. mālàm yā gaishē mù.
3. kā san sūnantà?
4. yā kai littāfī̂ gidan Bellò.
5. mun san lōkàcin zuwànsù.
6. kù kāwō ruwan shâ.
7. sū nawà à zaurē̂ yànzu.
8. ƙìrgā zuwā̂ bakwài.
9. kadà kà shā wannàn ruwā.
10. mē̂nē nē̂ sūnan wannàn ɗākī̂?

C. Vocabulary - give the Hausa equivalents of the following words.

1. today
2. boy
3. robes
4. all
5. is that so?
6. water
7. sheep
8. land, country
9. now
10. infant
11. from
12. son
13. count
14. riches
15. money

D. Make the following negative. Do not change the person or kind of action involved. Then translate the negative sentences into English.

1. nākù nē.
2 mù tàfi.
3. wannàn àkwiyā̂ cē.
4. sun kāwō shì.
5. bàri ìn shìgā.
6. yā zō.
7. àkwai yâran gidā.

E. Write good Hausa sentences for the following English sentences.

1. Bring your robe.
2. Where is my book?
3. Let us sit there.
4. (to a group) Do the work this morning.
5. They entered the town.
6. I counted 12 sheep.
7. These chairs are theirs.
8. We took them.

II. Oral Section

A. Pronounce the following utterances onto the tape.

1. tsūtsā̀ cē
2. yā barī̀
3. wa'àzī nḕ
4. yā ƙṑshī
5. tā̀kàlmī
6. yā yi tsawō
7. gidā̀jē
8. rāmī̀ nē
9. mun kōmā̀
10. dà yâmmā
11. yā rēnā̀
12. 'yan sàndā nḕ
13. sā'àn nan
14. yā yi ɗāɗī
15. yā 'yântā shi

B. Statement - Question intonation. Pronounce the following onto the tape.

1.	makṑyī nḕ.	makṑyī nḕ?
2.	kin shigō ɗākī̀.	kin shigō ɗākī̀?
3.	yārinyā̀ tā zō.	yārinyā̀ tā zō?
4.	mun sai dà shī.	mun sai dà shī?
5.	yâu ran Lìttìnîn nē.	yâu ran Lìttìnîn nē?
6.	bā yā̀ sôn aikī̀.	bā yā̀ sôn aikī̀?
7.	ɗākī̀ nē.	ɗākī̀ nē?
8.	bài yi barcī ba.	bài yi barcī ba?

SAMPLE TEST V

I. Answer the following questions orally in Hausa.

1. ƙirga zuwa ashirin da biyū.
2. shida da uku nawa nē?
3. sha biyū da bakwai nawa nē?
4. mū nawa nē a nan?
5. mutānē nawa zā su iya su zauna nan?
6. inā za ka?
7. bari mu jē tarē?
8. me zā ka sayā can?
9. zā ka daɗe nē?
10. nā ga kwandō mai kyau. Zā ka sayā?
11. kuɗinsa bai fi sule biyar̃ ba?
12. abōkinka zai sayar̃ da akwiyar̃sa?
13. masu rawā zā su zō. Zā ka shiga rawan?
14. to, sai wani sā'ī.

II. Translate the following sentences into English as the informant reads them to you.

1. babban mutum nē.
2. nā bar̃ su a gidā ne.
3. yarā sun shiga garimmu.
4. ga awākī ashirin ɗayā bābu.
5. me zā ka sayar̃ yau?
6. tafi ka kāwō shi.
7. za su gidan abōkinsu.
8. masu kyau su na nan.
9. don me zā ku zō wurimmu?
10. mu na da aikī da yawa gobe.

SAMPLE TEST VI

I. Write the English translation for the Hausa sentences given by the informant.

1. bàri mù gaishē sù kawài.
2. sun tàmbàyē shì ɗā̂zu.
3. kōwàcè ùngùlū ta nā̂ sôn nāmā̂.
4. mē̂ ka kē̂ sayâr̃wā?
5. zân kāwō bùhun lē̂mon tsāmī.
6. i nā̂ dà wani à gidammù.

II. Write the complete words in the list dictated by the informant.

1. azancī
2. fātanyā̂
3. igiyā̂
4. tàimakō
5. shū̂gàba
6. wurinkà
7. ƙàrāmī
8. dāwō̂wā
9. àsùbā̂
10. ƙànƙanē̂

III. Give the Hausa for the following English words.

1. basket
2. vulture
3. things
4. mango
5. together
6. stores, canteens
7. sack, bag
8. because
9. maybe
10. various kinds
11. big one
12. dance, game
13. not yet
14. penny
15. knife

IV. Answer three of the following questions.

a. Give 2 examples in Hausa showing the use of independent pronouns. (Translate each into English).

b. What is meant by opposable tone? Give 2 examples in Hausa.

c. What is a variable vowel verb? Give examples of how it functions.

d. Explain the transform continuative aspect and show with examples how it is used.

V. Translate the following into Hausa.

1. Prevention is better than medicine.
2. We'll not buy it now.
3. The boy who works here sells books.
4. They didn't return today.
5. I hear your friend came just now.
6. Put the guavas inside.
7. Wait. He isn't coming.
8. She has many baskets.
9. The woman with 2 children went to market.
10. Ask him. He will help them.

SAMPLE TEST VII

I. Answer the informant as he asks the following questions.

1. tar̃à dà ukù nawà nē?
2. hudū dà bakwài nawà nē?
3. nawà nē shâ shidā̂ dà bìyar̃?
4. mū nawà à nân?
5. ƙìrga kùjē̂rū̂.
6. àshìrin dà bìyar̃ bâ shidā̂ nawà nē?

II. You are on your way to market and meet the informant. Start and hold your own in a typical conversation.

III. Ask the informant 3 questions in Hausa.

IV. Read the word list and then Yūsufù's part of the dialog below. The informant will read Sālisu's part in the dialog.

1. àbinci
2. àlhamdù lìllāhī̂
3. àshē
4. bìyar̃
5. dadē̂
6. ìyālī̂
7. jā̂rīrī̂
8. kawài
9. mā̂làmai
10. tàmbayā̂
11. tsō̂fàffī
12. yârā
13. 'yā'yā

Dialog

Sālisù	Yūsufù
zā kà jē kā̂suwar̃ Kanò nē?	i, zâ ni can gō̂be.
dà kyâu, mē̂ zā kà yi à wurîn.?	zân sàyi gā̂tarī nē̂.
nākà bâ kyâu nē?	ī, yā lālā̂cē sam.
tō̂ kâ sâmi wani à kā̂suwā.	gàskiyar̃kà.
zā kà kwānā nân yâu?	ā'à, zân kōmā̂ gidā nē̂.
bà zā kà yi kallon rawā ba?	ai bâ ruwāna dà rawā.
tō̂ bâ lā̂ifī.	

SAMPLE TEST VIII

I. Listening to the tape or the informant reading translate the following sentences into English.

1. bā kwā̀ cîn nāmàn àladḕ?
2. a nā̀ gwadà hatsī dà kwankṑ.
3. kì dafà minì tuwō dà miyā̀.
4. ƙàshī dàgà wajen mahàutā ya nā̀ dà àmfā̀nī.
5. kā fi sôn gwēbā̀ kō àyàbā̀?
6. wannàn dōyā̀ bàbba cḕ?
7. mu nā̂ dà gishirī dà bàrkṑnō à gidammù.
8. dâ nā sā̀mi gyārā.

II. Make the following negative. Do not change the person or aspect.

1. a nā̀ sāmùn mangwàrṑ.
2. zâi sàyi nāmàn.
3. Audù ya nā̀ zuwā̀.
4. mun kāwō masù àbinci.
5. àkwai àyàbā̀ à wurimmù.
6. kà zō.

III. List the verbal noun form of the following verbals. At the end of the list write a Hausa sentence showing how the verbal noun form is used.

1. shā
2. ragḕ
3. tàfi
4. sō
5. kāwō
6. shiryā̀
7. sayar̃
8. zō

IV. Translate the following English sentences into good Hausa.

1. The food is good.
2. Do you want large citrus fruit or small ones.
3. Give him food today.
4. Here is our new chair.
5. It costs one and threepence per pound.
6. What kind of soup will we make?
7. Pig meat is not sold in market.
8. The old men are not able to come.
9. Will you go on foot or in a car?
10. I'll let it go at 6 shillings.

SAMPLE TEST IX

I. Intonation - expansion. Repeat after the informant his Hausa utterance. After the final expansion of the sentence give the English translation.

1. nā cī.
2. nā ci àbinci.
3. nā ci àbinci à ƙarfḕ shidā̀.
4. nā ci àbinci à ƙarfḕ shidā̀ na yâmmā.

Now give the English translation for the last sentence.

5. yā kàmātā̀.
6. yā kàmātā̀ kà sākḕ.
7. yā kàmātā̀ kà sākè zuwā̀.
8. yā kàmātā̀ kà sākè zuwā̀ jībi.

Now give the English translation.

9. zā kà iyā̀.
10. zā kà iyā̀ kà yī.
11. zā kà iyā̀ kà yi minì.
12. zā kà iyā̀ kà yi minì rī̀gā.

Now give the English translation.

13. tā yī.
14. tā yī sā'à.
15. màcè tā yi sā'à.
16. màcè tā yi sā'à sṑsai.

Now give the English translation.

17. àkwai.
18. àkwai àbī̂n.
19. àkwai àbī̂n dà mu kḕ sō̂.
20. àkwai àbī̂n dà mu kḕ sō̂ yànzu.

Now give the English translation.

II. Questions to which you are do give a response. If you don't know the exact answer, make up one in good Hausa. Each question will be given twice. Give your answer after the second utterance.

1. ƙarfḕ nawà nē yànzu?
2. dàgà ƙarfḕ ɗayā zuwā̀ ƙarfḕ huɗū, awā̀ nawà nē?
3. ka nā̀ dà àgōgō?
4. yàushè zā kà kōmā̀ gidā?
5. kukàn zō nân kōwàcè rānā?
6. a nā̀ cìnikī à kàntī?
7. mḕ zā kà sàyā à kàntī?
8. ìnā a kḕ sayad dà br̃ōdī̀?
9. wā̀ ya zaunā̀ à bukkā̀?
10. mḕnē nḕ aikìn maɗìnkī?
11. àkwai yādī̀ irì-irī̀ à kā̀suwā. fàɗa minì irìnsù.
12. mḕ a kḕ sayâr̃wā à Jànhôl?
13. à ƙarfḕ nawà ka kāmà aikī̀ yâu?
14. yàushè ka tāshī̀ yâu?
15. mḕ ka kḕ yī̀ à nân?

SAMPLE TEST X

I. Listen to the tape of 10 Hausa sentences and write a good English translation of each.

1. ya nā̂ dà r̃ēdiyō̂ à gidansà.
2. wajen nawà à kē̂ sayâr̃wā?
3. nā rigā nā jē kàntī yâu.
4. mun gan shì wajen 'yan tēbùr̃.
5. wandà ya kē̂ cikin kwàndō nākà nē.
6. an sàyi yādī̂ à wurin maɗìnkī.
7. aikìn maɗìnkī dà dāɗī nē̂.
8. i nā̂ bùkātàr̃ baƙin zanē̂.
9. sun kāwō bùhū gàban gidā.
10. wàndō dōgō yā fi na gàjērē tsā̂dā.

II. Give the Hausa for the following:

1. guinea corn
2. pepper
3. most, majority
4. close
5. road, path, way
6. butcher
7. V prepare
8. market stall
9. khaki cloth
10. o'clock, metal
11. night
12. V is necessary
13. peanut
14. far away
15. reduction
16. value, usefulness
17. sewing machine
18. V pass by
19. look around (thoroughly)
20. V cook

III. a. Make the following negative--do not change the person or aspect.

1. mutā̂nē su nā̂ sayar̃ dà kwàndō.
2. yā bar̃ mù à gidā.
3. zâi tàfi zuwā̂ gàrinsù.
4. wannàn àkā̂wū nē̂.

b. Make the following positive--do not change the person or aspect.

1. bābù wani dàgà ƙasar̃mù.
2. bā ā̂ sāmùn dōyā̂.
3. kadà kà sayà minì àgōgō yâu.
4. bâ ta dà sābon zanē̂.

IV. Supply an appropriate word or phrase in the blank in the following frames.

nā yī________________aikī̂.

gā̂ shi________________tēbùr̃.

kun zō dàgà__________.

bà sù fi______________àràhā ba.

in nā dāwō zā mù______________.

àkwai Bàtūrē̂ wandà____________.

zân gamā̂ gō̂be_________________.

mun yi ta____________________.

i nā̂ sôn kà sākē̂_____________.

SAMPLE TEST XI

I. Listen to the short story "Lā̀bārìn Wani Yārṑ" given by the informant. Summarize it in English.

Wata rānā wani yārṑ yā tāshī̀ ya nā̀ tàfiyā̀ à kân hanyā̀. Yāròn nan, kùwā, ya nā̀ dà tarō à hannunsà, sai tarō ya fādī̀. Yārṑ ya nā̀ kūkā don bài ga tarō ba. Ya nā̀ kūkā, sai gā̀ wani mùtûm. Mùtumìn ya tàmbàyē shì àbī̂n dà ya fā̀ru. Yāròn ya gayà masà taronsà nē yā fādī̀--don hakà ya kḕ kūkā. Mùtumìn ya sā̂ hannū à àljīhunsà, ya kāwō wani sābon tarō ya bā shì. Yā cē̂ dà yārṑ yà tàfi gidā.

Sā'àn dà mùtumìn nan ya yi tàfiyā̀ kàdan, sai kumā ya ji kūkan yārō̂. Ya kōmō, ya tàmbàyē shì dàlīlìn kūkā. Sai yārṑ ya cē̂, "Ī̀dan tarôn dà ya fādī̀ ya nā̀ nan nḕ yànzu, i nā̀ dà sīsī̀ kḕ nan."

The following are the new words:

kūkā - crying

fā̀ru - happened

gayā̂ - tell

àljīhunsà - his pocket

dàlīlī̂ - cause, reason

II. Give the Hausa vocabulary for the following:

1. day after tomorrow
2. fables
3. pass by (V)
4. heaviness
5. at night
6. tragedy, misfortune
7. Thursday
8. eighty-five
9. bush, uninhabited land
10. jump
11. forty
12. agree, permit (V)
13. Wednesday
14. finish (completely) (V)
15. follow (V)

III. 1. Give a plural form of the same class as each of the listed ones:

1. kantunā̀
2. mā̀làmai
3. bangā̀yē
4. tambayōyī
5. hannuwā̀

2. Substitute the word in the margin for the underlined word.
Adjust the sentence when necessary.

Daudà	yā fadà manà dà sāfē.
sun	mu nā̀ màganā̀ kân wannàn.
jàkā	gā̀ wani àbù nan.
mā̀su kyâu	wàje yārṑ ya kḕ.
sāfē	mukàn ci àbinci kōwàcè rānā.

IV. Translate the following into Hausa.

1. It's sprinkling a very little bit.
2. Let's continue in another way.
3. There are baskets on the old chair.
4. It's all the same.
5. He sat the children down.
6. May God give us well-being.
7. The men who did the work returned here.
8. What did you (pl.) do during the day?
9. We broke into a run.
10. His shirt is whitish like mine.

SAMPLE TEST XII

I. Translate the following Hausa sentences as they are dictated.

1. mânyā sun bâ ƙanānā̂ wàhalā̂.
2. jîn tātsūniyōyī dà dāɗī nē̂.
3. wā̂ ya kōyà makù àbîn dà kukà yī?
4. gō̂be lōkàcin tàfiyàr̃mù nē.
5. mun ɗaurē̂ shi dō̂min bā mū̂ sô yà bī mù.
6. saurā kàɗan bàn gan shì ba.
7. yā kàmātā̂ kà bar̃ wannàn aikī̂ sai wata rānā.
8. kwàɗàyī yā sâ sù shā wùyā.
9. farar̃ dāwā̂ tā nū̂nā à Nuwambā̂.
10. ruwā bâ yawā̂ dà bazarā.

II. Write the singular forms of 5 of the following noun plurals.

1. ɗākunā̂
2. mutā̂nē
3. kwā̂nàkī
4. shē̂kàrū
5. yârā
6. wurā̂rē
7. madìnkā
8. hanyōyī

Write the plural forms of 5 of the following nouns.

1. sūnā
2. màganā̂
3. Bàtūrē̂
4. kàntī
5. àbù
6. tsōfō
7. àbōkī
8. dàlīlī̂

III. Give the English meanings of the following.

1. kà jē kà sayō.
2. bāyan hakà zái sayē̂.
3. kāyan gidā yā ƙā̂ru.
4. bā̂ a nā̂ gamā̂wā bāyan awā̂ ukù ba?
5. mâ yī shì yànzu-yànzu.

IV. Give Hausa translation of the following.

1. It's sort of cold today.
2. I talked to him before he left.
3. They tied him up at the edge of the road.
4. Shouldn't you go to school today?
5. What worried her?

SAMPLE TEST XIII

I. Respond in Hausa to the following:

1. bā̀ ni sūnā̀yen lṑkàtan shḕkārā̀.
2. mḕ akàn yī dà rānī? mḕ akàn yī dà dā̀munā? dà bazarā fā̀? dà kā̂kā fā̀?
3. ìdan zàzzàɓī. yā kāmā̀ kà, mḕ kā̂ yī?
4. wànè irìn mṑtsin jìkī ka fi sō̂?
5. don mḕ Audù dà Àlī sukà zūrā̀ dà gudù?
6. bā̀ ni sūnan ciwṑ gùdā hudū dà Hausā.
7. gàya minì lā̀bārìn wani mùtumìn dà ya yi hàsārā̀.
8. shḕkàrū nawà ka kḕ zuwā̀ makarantā?
9. mē̂nē nḕ à bā̀yankà?
10. mē̂nē nḕ à jìkin bangō?
11. don mḕ mài nōmā ya shā wàhalā̀?
12. wā̀ ya kōyà wà yā̂rā tā̀tsūnī̀yā?
13. Àkwai tā̀tsūnìyā à wurinkà nē?

(This will be followed by the student telling a fable.)

SAMPLE TEST XIV

I. Listen to the fable - "Sànnu Bā Tā̀ Hanà Zuwā̀." Write a brief summary.

Wata rānā kùnkurū ya gàmu dà zōmō. Kùnkurū ya cē̂, "Zōmō, ìnā zā̂ ka?"

Zōmō ya cē̂, "Zā̂ ni gidan bìkī nḕ."

Kùnkurū ya cē̂, "Mù tàfi tā̀rē?"

Zōmō ya cē̂, "Tō̂, mù tàfi mànà!"

Su nā̂ tàfiyā̀, sai zōmō ya cē̂, "Kâi, kùnkurū ni fā, nā gàji dà gungurāwañ nàn tākà."

Kùnkurū ya cē̂, "Ka nā̀ tsàmmānī̀ kā fī nì saurī nḕ?"

Zōmō ya yi dā̀riyā, ya cḕ, "Kai, dai, bā kā̀ ràbuwā dà wā̀sā. Cī gàba, nā̂ sā̂mē kà."

Zōmō ya tsayā̀ ya nā̀ 'yan tsinkḕ-tsinkḕ, har̃ kùnkurū ya yi ɗan nīsa. Sai ya yi tsallē, nan dà nan ya cim masà, ya wucḕ ya nā̀ "Yārṑ sai kà zō."

Dà ya ga ya yi nīsa sai ya kwântā, ya nā̀ jiràn àbōkin tàfiyàr̃sà. Dàgà nan barcī ya ɗàukē shì, har̃ kùnkurū ya isō, ya shigḕ. Zōmō bài tāshī̀ ba sai dà yâmmā. Dà ya tāshī̀, ya cē̂, "Kâi! Yâu nā yi bar̃cī. Har̃ màtaccen nàn ya wucḕ? Àmmā bā̂ kōmai, yànzu nā̂ tarad dà shī." Sai ya tàfi à gùje.

Dà ya yi kusa dà wurîn dà a kḕ bìkîn, sai ya gàmu dà kùnkurū ya nā̀ kōmō̂wā. Kùnkurū ya cē̂, "Ṡarkin saurī, ìnā zā̂ ka kumā?"

Zōmō ya cḕ, "Gidan bìkī mànà."

Kùnkurū ya būshḕ dà dā̀riyā, ya cḕ, "Ai, kā̀suwā ta cī ta wātsḕ."

The new words are:

kùnkurū	tortoise	tsàmmānī̀	think
bìkī	feast	saurī	speed
gungurāwā	roll	wā̀sā	play
tsinkḕ	plucked	màtaccen	dead
wātsḕ	scatter	būshḕ dà dā̀riyā	broke into laughter

II. Give the Hausa for the following vocabulary list:

1. cause, reason
2. fever
3. visiting
4. of necessity
5. umbrella
6. teaching
7. diarrhea
8. handle of hoe, axe, or shovel
9. head cold
10. farm
11. hunger
12. harvest
13. before
14. ripen (V)
15. umbrella
16. week
17. burn (V)
18. next year
19. village
20. year

III. Give a translation of each of the following and explain the form and meaning of the underlined word in each.

1. màcè zā tà *sàyè* kwandunā̂.
2. zâi *kōmō* bāyan awā̂ biyū.
3. nā gyārà kē̂kensà *gō̂shin* zuwànsà.
4. yā zō gidā *à wàr̃ke*.
5. kuɗintà yā *ràgu* dà sāfē.
6. sun *nunnū̂na* manà makarantā.

IV. Construct five complex sentences using each of the clauses in column one with one or more of the clauses in column two. Use relaters freely but be sure the aspects of the clauses are correct (you may modify the second clause as necessary). Give a translation for each sentence you construct.

Allā̂ yà sâ
sâ shā wàhalā̂
yā kàmātā̂
aikī̂ yā ƙārē̂
bàri mù fārā̂ tàfiyā̂

lōkàcin àbinci yā yī
mù cīgàba sànnu sànnu
yârā sun ji yunwā̂
an tāshī̂ dà wurī
à yi hakà
swâ dāwō an jimā̂
ruwā bài ìsa ba
bazarā tā kusa ƙārē̂wā

V. Translate the following sentences into Hausa.

1. The long hoe handle broke.
2. They saw indications of his coming.
3. My father has a big farm close by.
4. Adamu's bread is burned to a crisp.
5. Because of the dog's greed he had much trouble.
6. We'll take our trip during the dry season.
7. What killed him?
8. I am hoping to visit my family.
9. He is a man of good character.
10. If you wait a little we will go together.

SAMPLE TEST XV

I. Written Section

A. Write 2 Hausa proverbs with their translations.

B. Construct good Hausa sentences with the following words. Do not change the form of the word.

1. kōyàushè
2. yîn
3. ƙārē̂
4. à ɗàure
5. yaddà
6. zìyàrci
7. kāmā̂
8. wànè
9. iyā̂
10. mā

C. Write an English translation for the following sentences.

1. yànzu nē̂ lōkàcin shūkā̂ dòmin ƙasā tā yi laushī.
2. bāyāna ya nā̂ dāmū̂na.
3. sun gàji sabòdà nauyin kāyansù.
4. kun yi kusa-kusa kā̂fìn sù zūrā̂ dà gudù.
5. mu nā̂ sāmùn hūtū kàɗan dà rānī.
6. sātī mài zuwā̂ zā mù tā̂ru à nân.
7. bā̂rā ruwā bài yī sō̂sai ba.
8. bā̂ hakà ya kē̂ à wurimmù ba.
9. lâifin kânsà nē.
10. bàri ìn faɗà makà lā̂bārìn tàfiyàr̃mù.

D. 1. Write 4 sentences illustrating 4 different ways in which the subjunctive aspect is used in Hausa. Give an English translation for each.

2. Write 4 sentences illustrating 4 different ways that the relater da is used in Hausa. Give the English translation or explanation of each.

3. Write two noun phrases showing where the possessive link (-n/-r̃) is necessary.

Write 2 noun phrases showing where the possessive link is never used.

II. Oral Section

I. Converse for 10 minutes with the informant who plays the part of a Hausa man you meet on the streets of Kano.

II. Respond in Hausa at length to the following questions.

1. Mḕnē nḕ mà'ànar̃ rījìyā?
2. Yàushè hùntūrū̀ yakàn zō? dàgà ìnā nḕ?
3. Mḕnē nḕ àmfā̀nin cìyāwā̀ à ƙasar̃ Nījēriyā̀?
4. Mḕcē cḕ masussukā?
5. Ìnā dàlīlìn dà waɗansu sukàn shūkā̀ à watàn Mārìs?
6. Ɗon mḕ mùtumìn ƙauyḕ ya tàfi Kanò?
7. Ìdan bābù ruwan samā̀ ìnā zā sù sā̀mi ruwan shā̂?
8. Kā iyà Hausā nḕ?

SECTION III

EXPANSION DRILLS

In using these lessons it is frequently advisable for the instructor, the informant or the student himself to supplement the materials provided by producing additional drills. One of the most useful types of drill is the expansion drill

Expansion drills can be produced from nearly any except the simplest of the utterances in the Basic Dialogs. Such drills can assist the student in mastering longer utterances (i.e. producing longer utterances with intonational accuracy and up to proper speed) by enabling him to build up to them gradually. In so doing the well constructed expansion drill also demonstrates (and subtly teaches) important information concerning grammatical structure.

The following expansion drills are meant to be usable themselves for these (and other) purposes as well as to serve as a stimulus to the production and use of other such drills. The lesson on which each set of sample drills is based is indicated in the upper right hand corner of the page.

SAMPLE 1

1. mù shìgā.
bàri mù shìgā.
bàri mù shìga zaurē̂.
bàri mù shìga zaurènsà.

2. kā̀wo.
kā̀wō ruwā.
kā̀wō ruwan shā̂.
kā̀wō ruwan shā̂ dàgà cân.

3. gā̀ su.
gā̀ ìyālī̀.
gā̀ ìyālìnsà.
gā̀ ìyālìnsà nân.

4. tā yī.
tā yi kyâu.
rī̀gā tā yi kyâu.
rī̀gar̃kà tā yi kyâu.

5. kà yī.
kadà kà yī.
kadà kà yi aikī̀.
kadà kà yi aikī̀ à gidā.

SAMPLE 2

1. nā tàfi.
   nā tàfi gidā.
   nā tàfi gidan Mūsā.
   sai nā tàfi gidan Mūsā.

2. i nā̀ sō̂.
   i nā̀ sôn àbinci.
   i.nā̀ sôn àbincin rānā.
   i nā̀ sôn àbincin rānā yànzu.

3. kà shìgā.
   kà shìga zaurḕ.
   kadà kà shìga zaurḕ.
   kadà kà shìga zaurèmmù.

4. sun zō.
   yârā sun zō.
   yâran Audù sun zō.
   yâran Audù sun zō gàrī.

5. yā wunī̀.
   yā wunī̀ cân.
   mài ar̃zìkī yā wunī̀ cân.
   mài ar̃zìkī yā wunī̀ gàrin cân.

SAMPLE 3

1. mù jē.
bàri mù jē.
bàri mù jē tā̀rē.
bari mù jē wajensà tā̀rē.

2. nā sàyā.
nā sàyi gā̀tarī.
nā sàyi sābon gā̀tarī.
nā sàyi sābon gā̀tarī dā̀zu.

3. yā tsūfa.
nākà yā tsūfa.
kwàndonkà yā tsūfa.
kwàndonkà yā tsūfa dà yawā̀.

4. kà kāwō.
kadà kà kāwō.
kadà kà kāwō àbinci.
kadà kà kāwō àbincin yārṑ.

5. zâ ka.
zâ ka kā̀suwā.
zâ ka kā̀suwar̃ Kanò.
zâ ka kā̀suwar̃ Kanò gṑbe.

SAMPLE 4

1. ya nā̀ nân.
àbinci ya nā̀ nân.
kōwànè àbinci ya nā̀ nân.
kōwànè irìn àbinci ya nā̀ nân.

2. kà kāwō.
kà kāwō bùhū.
kà kāwō bùhū dàgà gidā.
sai kà kāwō bùhū dàgà gidā.

3. a nā̀ sāmù.
a nā̀ sāmùn àbinci.
a nā̀ sāmùn àbincin gwangwan.
a nā̀ sāmùn àbincin gwangwan à kàntī.

4. ya nā̀ zuwā̀.
àbōkī ya nā̀ zuwā̀.
àbōkin Mūsā ya nā̀ zuwā̀.
àbōkin Mūsā ya nā̀ zuwā̀ yànzu.

5. ìn dūbā̀.
i nā̀ sō̂ ìn dūbā̀.
i nā̀ sō̂ ìn dūbà àgōgō.
i nā̀ sō̂ ìn dūbà wani àgōgō.

6. nā jē.
nā jē wurîn.
nā jē wurîn dà su kḕ.
nā jē wurîn dà ùngùlū su kḕ.

SAMPLE 5

1. nawà nē?
   nawà nē kuɗintà?
   nawà nē kuɗin tāyā̀?
   nawà nē kuɗin farar̃ tāyā̀?

2. i nā̀ sō̂.
   i nā̀ sôn tayā̀.
   i nā̀ sôn tayā̀ maì kyâu.
   i nā̀ sôn baƙar̃ tayā̀ mài kyâu.

3. yā ragḕ.
   Auɗù yā ragḕ.
   Auɗù yā ragè sulḕ.
   Auɗù yā ragè sulḕ dà sīsī̀.

4. wànè irī̀?
   wànè irìn kḕkē?
   wànè irìn kḕkē ka kḕ sō̂?
   wànè irìn kḕkē ka kḕ sō̂ kà sàyā?

5. yā yī.
   yā yi tsā̀dā.
   wannàn yā yi tsā̀dā.
   wannàn yā yi tsā̀dā yànzu.

SAMPLE 6

1. mù shiryā̀.
zā mù shiryā̀.
zā mù shiryà tuwō.
zā mù shiryà tuwō dà shī.

2. zân jē.
zân jē ìn sāmù.
zân jē ìn sā̀mi kāyā.
zân jē ìn sā̀mi kāyan yājī̀,

3. yā fī.
kuɗintà yā fī.
kuɗintà yā fi ɗàrī.
kuɗintà bài fi ɗàrī ba.

4. nā bā shì.
nā bā shì rabī̀.
nā bâ yārṑ rabī̀.
nā bâ yārṑ rabìn kwankṑ.

5. nawà nē?
nawà nē kuɗinsà?
nawà nē kuɗin nāmā̀?
nawà nē kuɗin nāmàn tunkìyā?

SAMPLE 7

1. a nā̀ sāmù.
   a nā̀ sāmùn àbinci.
   a nā̀ sāmùn àbincin Tū̀rā̀wā.
   a nā̀ sāmùn àbincin Tū̀rā̀wā à kā̀suwā.

2. yā zō.
   àkā̀wū yā zō.
   àkā̀wū yā zō wurimmù.
   àkā̀wū yā zō wurimmù dà kāyā.

3. àkwai gwangwan.
   àkwai gwangwan wākē.
   àkwai gwangwan wākē dà na tàmātùr̃.
   àkwai bàbban gwangwan wākē dà na tàmātùr̃.

4. mù dūbā̀.
   mù duddū̀bā.
   bàri mù duddū̀bā.
   bàri mù duddū̀bā kàɗan.
   bàri mù duddū̀bā kàɗan tùkùn.

5. kā sāmù.
   kā sā̀mē shì.
   kā sā̀mē shì wajensà.
   kā sā̀mē shì wajen 'yan tēbùr̃.
   kā sā̀mē shì wajen 'yan tēbùr̃ à bā̀kin hanyā̀.

SAMPLE 8

1. à sàyā.
à sàyi yādī̀.
à sàyi yādī̀ à kai masà.
à sàyi yādī̀ à kai wà maɗìnkī.

2. yā fī.
yā fi àràhā.
wàndō yā fi àràhā.
wàndō yā fi àràhā à wani wurī.

3. ya nā̀ dà kḕkē.
ɗan'uwāna ya nā̀ dà kḕkē.
ɗan'uwāna ya nā̀ dà kḕken ɗinkī̀.
ɗan'uwāna, sūnansà Īdī, ya nā̀ dà kḕken ɗinkī̀.

4. ya nā̀ sō̂.
ya nā̀ sō̂ kà ɗinkā̀.
ya nā̀ sō̂ kà ɗinkà wàndō.
ya nā̀ sō̂ kà ɗinkà masà wàndō.

5. mu nā̀ taɓā̀wā.
nī dà àbōkīna mu nā̀ taɓā̀wā.
nī dà àbōkīna mu nā̀ ta taɓā̀wā.
nī dà àbōkīna mu nā̀ ta taɓā̀wā kàɗan dàɗan.

SAMPLE 9

1. yā kàmātā̀.
yā kàmātā̀ ìn tāshī̀.
yā kàmātā̀ ìn tāshī̀ à ƙarfḕ bakwaì.
yā kàmātā̀ ìn tāshī̀ à ƙarfḕ bakwaì dà rabī̀.

2. ya nā̀ aikī̀.
ya nā̀ aikī̀ à kàntī.
ya nā̀ aikī̀ à kàntī kōwàcè rānā.
ɗan'uwāna ya nā̀ aikī̀ à kàntī kōwàcè rānā.

3. mukàn kāmà aikī̀.
mukàn kāmà aikī̀ à ƙarfḕ takwàs.
mukàn kāmà aikī̀ à ƙarfḕ takwàs na sāfē.
mukàn kāmà aikī̀ à ƙarfḕ takwàs na sāfē, kùwā.

4. wànè irī̀?
wànè irìn aikī̀?
wànè irìn aikī̀ ka kḕ yī̀?
wànè irìn aikī̀ ka kḕ yī̀ yànzu?

5. yaùshè?
yaùshè ki kḕ gamā̀wa?
yaùshè ki kḕ gamà aikī̀?
yaùshè ki kḕ gamà aikìnkì?

6. ƙarfḕ shā̀ ɗayā.
ƙarfḕ shā̀ ɗayā yā wucḕ.
ƙarfḕ shā̀ ɗayā yā wucḕ dà mintī̀ gōmā̀.
ƙarfḕ shā̀ ɗayā yā wucḕ dà mintī̀ gōmā̀ kō?

SAMPLE 10

1. yā ƙārē̂.
kwānāna yā ƙārē̂.
yâu kwānāna yā ƙārē̂.
yā cê, yâu kwānāna yā ƙārē̂.

2. yā hau bisà.
yā hau bisà curī̂.
yā hau bisà curìn mân.
sā'àn nan yā hau bisà curìn mân.

3. yā tā̂ru.
mâi yā tā̂ru.
yá sâ mâi yà tā̂ru.
kumā yā sâ mâi yà tā̂ru.
mō̂tsinsà, kumā, yā sâ mâi yà tā̂ru.

4. sukà fāɗā̂.
sukà fāɗā̂ cikī.
sukà fāɗā̂ cikin ƙwaryā.
sukà fāɗā̂ cikin ƙwaryar̃ madarā.

5. yā gàji.
ɗayā yā gàji.
har̃ ɗayā yā gàji.
su nā̂ iyō̂ har̃ ɗayā yā gàji.
su nā̂ iyō̂, su nā̂ iyō̂, har̃ ɗayā yā gàji.

6. zā à rasâ.
bà zā à rasâ ba.
tâtsūnìyā bà zā à rasâ ba.
tâtsūnìyā bà zā à rasâ ba à wurīna.

7. su nâ kōyà musù.
su nâ ta kōyà musù.
su nâ ta kōyà wà yârā.
su nâ ta kōyà wà yârā kōmai dà kōmai.
dà hakà su nâ ta kōyà wà yârā kōmai dà kōmai.

SAMPLE 11

1. gā̀ wani.
   gā̀ wani àbù.
   gā̀ wani àbù à bā̀kin hanyā̀.
   sai gā̀ wani àbù à bā̀kin hanyā̀.

2. nā yī.
   nā yi sā'à.
   nī nḕ na yi sā'à.
   nī nḕ na yi sā'à sabòdà wannàn.

3. sukà cīgàba.
   sukà cīgàba dà tàfiyā̀.
   sukà cīgàba dà tàfiyàr̃sù.
   sukà cīgàba dà tàfiyàr̃sù har̃ sukà shìgā.
   sukà cīgàba dà tàfiyàr̃sù har̃ sukà shìga wani gàrī.

4. ya nā̀ dà shī.
   ya nā̀ dà àmfā̀nī.
   ya nā̀ dà àmfā̀nī dà yawā̀.
   ya nā̀ dà àmfā̀nī dà yawā̀ duk dà hakà.

5. mun gōdḕ.
   mun gōdè Allā̀.
   mun gōdè Allā̀ dà mukà zō.
   mun gōdè Allā̀ dà mukà zō lāfiyā̀.

SAMPLE 12

1. yā cḕ.
yā cḕ ìn riƙà zuwā̀.
yā cḕ kawaì ìn riƙà zuwā̀.
yā cḕ kawaì ìn riƙà zuwā̀ asìbitī̀.
yā cḕ kawaì ìn riƙà zuwā̀ asìbitī̀ ìn shā māgànī.

2. kà gai dà sū.
kà gai dà mutā̀nenkù.
kà gayar̃ minì dà mutā̀nenkù.
kà gayar̃ minì dà mā̀su bā dà māgànī.

3. mù jē.
bàri mù jē.
bàri mù jē asìbitī̀.
bàri mù jē asìbitī̀ dà wuri.
bàri mù jē asìbitī̀ dà wuri-wuri.

4. yā shāfā̀.
yā shāfà māgànī.
yā shāfà māgànin nàn.
yā shāfà māgànin nàn kōwàcè rānā.
bài shāfà māgànin nàn kōwàcè rānā ba.

5. sukà shā.
sukà shā wàhalā̀.
wasu sukà shā wàhalā̀.
waɗansu sukà shā wàhalā̀.
waɗansu sukà shā wàhalā̀ sabòdà rashìn māgànī.

SAMPLE 13

1. zā tà yī.
zā tà yi kyâu.
dā̀munā zā tà yi kyàu.
dā̀munā zā tà yi kyâu banā.
i nā̀ bḕgē dā̀munā zā tà yi kyâu bana.

2. yā yī.
bài yī ba.
bài yī sṑsai ba.
ruwā bài yī sṑsai ba.
bā̀rā ruwā bài yī sṑsai ba.

3. sai tà ƙōnḕ.
sai tà ƙōnè hatsī.
sai rānā tà ƙōnè hatsī.
sai rānā tà ƙōnè hatsī don bābù ruwā.

4. su nā̀ sāmù.
su nā̀ sāmùn girbī̀.
su nā̀ sāmùn girbī̀ mài kyâu.
mutā̀nemmù su nā̀ sāmùn girbī̀ mài kyâu.
wani sā'ī̀ mutā̀nemmù su nā̀ sāmùn girbī̀ mài kyâu.

5. su nā̀ sō̂.

su nā̀ sō̂ sù hanā̀.

su nā̀ sō̂ sù hanà yunwā̀.

su nā̀ sō̂ sù hanà yunwā̀ kawài.

yawancinsù su nā̀ sō̂ sù hanà yunwā̀ kawài.

yawancin mā̀su shūkā̀ su nā̀ sō̂ sù hanà yunwā̀ kawài.

yawancin mā̀su shūkā̀ dà wuri su nā̀ sō̂ sù hanà yunwā̀ kawài.

SAMPLE 14

1. mù kāmā̀.
zā mù kāmā̀.
zā mù kāmà hanyā̀.
gṑbe zā mù kāmà hanyā̀.
gṑbe zā mù kāmà hanyā̀ zuwā̀ ƙauyḕ.

2. tā fi kyâu.
fātanyā̀ tā fi kyâu.
tākù fātanyā̀ tā fi kyâu.
irìn tākù fātanyā̀ tā fi kyâu.
à ƙasar̃kù irìn tākù fātanyā̀ tā fi kyâu.

3. yà yi aikī̀.
yà yi aikìnsà.
mùtûm yà yi aikìnsà.
sai mùtûm yà yi aikìnsà.
sai mùtûm yà yi aikìnsà à sùnkwìye.

4. mù yi màganā̀.
bàri mù yi màganā̀.
bàri mù yi màsà màganā̀.
bàri mù yi màsà màganā̀ duk dà hakà.
ai, bàri mù yi màsà màganā̀ duk dà hakà.

5. ya nā̀ hūtū.
bā yā̀ hūtū.
lōkàcin shūkā̀ bā yā̀ hūtū.
lōkàcin shūkā̀ bá yā̀ hūtū kō kaɗan.

SAMPLE 15

1. mā̀ zā à yī?
mḕ zā à yī dà shī?
yā nū̀nā, mḕ zā à yī dà shī?
yā nū̀nā sṑsai, mḕ zā à yī dà shī?
ìdan yā nū̀nā sṑsai, mḕ zā à yī dà shī?

2. à ɗaukā̀.
sai à ɗaukā̀.
sai à ɗàuki hatsī.
sai à ɗàuki hatsī cikin ƙwaryā.
sai à ɗàuki hatsī cikin ƙwaryā à zubā̀ ƙasā̀.

3. a nā̀ àmfā̀nī.
a nā̀ àmfā̀nī dà sū.
a nā̀ àmfā̀nī dà sū à ƙauyḕ.
a nā̀ àmfā̀nī dà sū à ƙauyḕ cikin kân ɗākī̀.

4. zā à jinkḕ shi.
zā à jinkḕ shi dukà.
zā à jinkḕ shi dukà à ƙasā̀.
zā à jinkḕ shi dukà à ƙasā̀ tun bà à ɗàukē shì ba.
zā à jinkḕ shi dukà à ƙasā̀ tun bà à ɗàukē shì samā̀ ba.

5. aikī̀ zâi yi sauƙī.
aikī̀ zâi yi masù sauƙī.
in hakà nē aikī̀ zâi yi masù sauƙī.
in hakà nē wannàn aikī̀ zâi yi masù sauƙī.

6. sai sù ɗaurḕ.
ìndà su kḕ sō̂ sai sù ɗaurḕ.
ìndà su kḕ sō̂ sai sù ɗaurḕ dà igiyā̀.
sā'àn dà sukà ajìyē shi ìndà su kḕ sō̂ sai sù ɗaurḕ shi dà igiyā̀.

SAMPLE 16

1. àkwai zufā̀.
àkwai zufā̀ dà yawā̀.
bā̀ àkwai zufā̀ dà yawā̀ ba?
àmmā dai, bā̀ àkwai zufā̀ dà yawā̀ ba?

2. ya nā̀ zuwā̀.
iskā̀ nā̀ zuwā̀.
iskā̀ nā̀ zuwā̀ dàgà hàmādā̀.
iskā̀ nā̀ zuwā̀ dàgà hàmādā̀ cìke dà ƙū̀rā.

3. ya nā̀ nan.
ya nā̀ nan kwānā ukù.
ya nā̀ nan mìsālìn kwānā ukù.
ya nā̀ nan mìsālìn kwānā ukù kā̀mìn yà tàfi.

4. kōwā ya nā̀ marmarī.
kōwā ya nā̀ marmarin zuwànsà.
kōwā ya nā̀ marmarin zuwàn dā̀munā.
dà rānī kōwā ya nā̀ marmarin zuwàn dā̀munā.

5. zâi dā̀mē mù.
zâi dā̀mē mù dà dà darē.
sā'àn nan zâi dā̀mē mù dà dà darē.
sā'àn nan ɗārī zâi dā̀mē mù dà dà darē.